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CHANGING THE WAY WE DO THINGS AROUND HERE: STRATEGIES PRESIDENTS USE FOR CREATING ORGANIZATIONAL CHANGE IN HIGHER EDUCATION

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ABSTRACT OF DISSERTATION

Jared N. Tippetts

The Graduate School

University of Kentucky

2011

CHANGING THE WAY WE DO THINGS AROUND HERE:
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IN HIGHER EDUCATION

ABSTRACT OF DISSERTATION

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Education
at the University of Kentucky

By
Jared N. Tippets

Lexington, Kentucky

Director: Dr. John R. Thelin, Professor of Educational Policy Studies and Evaluation

Lexington, Kentucky

2011

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ABSTRACT OF DISSERTATION

CHANGING THE WAY WE DO THINGS AROUND HERE: STRATEGIES PRESIDENTS USE FOR CREATING ORGANIZATIONAL CHANGE IN HIGHER EDUCATION

As society changes, so must higher education. Therefore, colleges and universities and the presidents leading them must adapt to survive in today's highly competitive marketplace. What must an institution do to stay abreast of the changes? Once the necessary changes are identified, what processes are used by a president of a college or university to go about deliberately creating change on campus? By understanding how to create planned change, leaders within higher education will be able to better ensure that their institutions remain relevant in today's rapidly changing environment. For many colleges and universities, their ultimate survival may depend on their ability to change.

This study examines the transformation of one college. In doing so, it identifies and describes organizational change strategies utilized by its president to influence those changes. This qualitative, single-case study of Georgetown College was executed solely by the researcher. The process of data collection consisted of interviews, observation, and document analysis. The data was then analyzed to identify major emerging themes as well as strategies, processes, and practices that resulted in organizational change at Georgetown College.

KEYWORDS: Organizational Change; College and University Presidents; Presidential Leadership; Strategies; Leadership

Jared N. Tippetts

Student's Signature

March 31, 2011

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CHANGING THE WAY WE DO THINGS AROUND HERE:
STRATEGIES PRESIDENTS USE FOR CREATING ORGANIZATIONAL CHANGE
IN HIGHER EDUCATION

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CHAPTER ONE: INTRODUCTION

It is not unusual to hear faculty, staff, and administrators on any college campus mutter phrases like, “when I was in college...” or “I remember when...” followed by sweet memories of years gone by. Everything always seems to be better “back then.” These same remembrances are typically followed by statements of frustration, disgust, or dissatisfaction with the current realities of life on a college campus. Change is always being called for, yet changes happen so slowly at times that they are almost unnoticed.

Change in higher education, and society for that matter, is inevitable. If colleges and universities do not adapt to changes and trends, they will become less effective and perhaps even obsolete. Today, colleges and universities face the reality of responding to fierce competition, changing learning environments, and unprecedented levels of assessment and accountability (Higdon, 2003; Scott, 2003). Implementing institutional change is difficult and requires visionary leadership, sufficient support, and appropriate strategies to assure that change becomes embedded in the institution’s culture.

Background of the Study

To educate students in today’s environment, it is vital that institutions of higher education adapt quickly to new demands and expectations. Colleges and universities have historically been very slow to embrace change. Small incremental policy changes, departmental adaptations, or new programs will not be enough to keep up. A single faculty member updating one of their courses or an administrator creating a new program that will impact just a few students will not suffice. Instead, a major shift in the way of thinking and doing is required to flourish and move forward (Jones, 2002, Astin, 2001; Kotter, 1996).

Some of the environmental pressures forcing changes in higher education are technological advances and growing financial challenges. In the late 1980s and early 1990s, the world shifted from the Industrial Age to the Information Age (Herr, 2006). These advances in technology will continue to impact the way future educators think about content delivery and skill training. In addition, the costs of higher education are escalating to all-time-high levels. Students and families are being asked to shoulder an increasing percentage of the financial burden and expect more for their money. (According to the US Consumer Price Index and College Board data, the cost of college tuition has risen more than 50% above inflation over the last two decades. Since the early 1990s the cost of living has increased by two-and-a-half percent annually whereas college tuition costs have increased by over 10% annually.) Similarly, state legislatures are crying for increased accountability for the appropriations they allocate to institutions (Burke & Minassians, 2003). In addition, college and university governing bodies are demanding more accountability, and granting agencies are tightening their wallets as they consider who they will support. Institutions of higher education must understand the realities of the twenty-first century and react accordingly.

The pressure for change in higher education is coming from both external and internal forces. Numerous studies and reports call for institutions to redefine scholarship, restructure faculty reward structures, keep tuition and other costs low, create a stimulating curriculum, and focus on student engagement and learning (ACE Report, 1999; Wingspread Declaration, 1999; Kellogg, 1995). In order to not only exist but also thrive in this changing world, colleges and universities must understand the need for change and implement processes to ensure it occurs.

Colleges and universities and those leading these institutions must adapt in order to survive in today's competitive marketplace. Grassadonia (2006) conducted a study on institutional transformation and wrote that "The pressures on American higher education from market competition, government, local communities, resource constraints, students and their families, in addition to the challenges within the academy, call for nothing less than transformational change within individual institutions and across the system" (p. 3). Townsley (2002) agreed, "Colleges exist in a precarious education market. Without caution, agility, and steady guidance, many would fall to competitors or to a volatile economic climate" (p. 185). What must an institution do to stay abreast of the changes? Once the necessary changes are identified, what processes are used by a college or university to go about creating change on campus? Are there common organizational change methods or practices that institutions can implement to achieve similar benefits on their campuses?

Higher education institutions fall across a wide spectrum when it comes to creating change on campus. Some universities stay ahead of the curve and are able to make the necessary transformation that each new era necessitates. Other colleges are entrenched in "the way we do things around here" (Deal & Kennedy, 1982) and only dig in deeper when there is a call for change. Unfortunately, many colleges and universities are not very aware of needed changes and fail to respond quickly or effectively enough. As a result, oftentimes a crisis has to develop before the organization responds (Bryson, 1988).

Rationale for Study

There has been much research done on organizational change in the business sector, but little research done on strategies for creating change in higher education (Kezar & Eckel, 2002; Rowley, et.al, 1997). Therefore, this study identifies and describes organizational change strategies at a single higher education institution. This study concentrates on the process and strategies one president uses to create change rather than the outcomes or long-term results of those changes.

Understanding the strategies and process of change is critical if the desired initiative is to be achieved (Kotter, 1996; Curry, 1992). This study provides insight and value for leaders in higher education who are setting out to create change on their campus. Kezar (2001) asserts that academic leaders who are familiar with change theories and processes will be able to guide their institutions more successfully.

About the Researcher

My particular interest in this topic comes from my work as a higher education administrator. I am passionate about the student experience, and it is my hope that all students will have a well-rounded college experience. I believe that all students deserve access to high quality instruction, the opportunity to interact with top-notch professors, and time to develop through co-curricular involvement. My own college experience was personally transformational on many levels, which led me to pursue a career in higher education with the hope of helping students have similar life-changing experiences. For the past several years I have worked tirelessly to create positive change within my sphere of influence, all with the goal of making the educational experience better for students. I want to continue to create change as I advance in my career, and so I began this journey

to explore how others within higher education have been successful in creating organizational change and improving their institutions.

Research Questions

This study is designed to respond to the following research questions:

- 1) What are the strategies and processes that Georgetown College leaders, and particularly President William Crouch, have used to change their institution?
- 2) How do the strategies and processes found at Georgetown College align with other organizational change theories?
 - a. Burton Clark's case study model and theory developed on sagas and organizational change (Clark, 1992; Clark, 1971)
 - b. George Keller's work and theory developed from his study of Elon College (Keller, 2004)
 - c. John Kotter's organizational change theory (Kotter, 1996)

The first question helps identify the strategies that higher education institutions use to create change on their campuses. Hopefully, this information will provide leaders across higher education with some ideas of how they might go about influencing change on their own campuses. Importantly, this question is focused on the process of creating change and not the outcome.

The second question identifies similarities and differences with existing organizational change management theories to see if the process differed when striving to create change at Georgetown College.

Research Design

This study was a qualitative, single-case study of Georgetown College executed solely by me as the researcher. The process of data collection consisted of interviews, observation, and document analysis. However, the focus of my analysis is on the information gathered from interviews. The data was then analyzed to find major emerging themes and to identify strategies, processes, and practices that have led to successful organizational change within higher education.

Instrument. In conducting qualitative research the researcher becomes the “instrument” as opposed to using a “research tool” in the form of a survey used in quantitative research (Merriam, 2001). Glesne (1999) argues that in qualitative research, “the researcher becomes the main research instrument as he or she observes, asks questions, and interacts with research participants” (p. 5).

This qualitative study used the General Interview Guide Approach (Patton, 1990). The General Interview Guide Approach is intended to ensure that the same general areas of information are collected from each interviewee, and it provides more focus than the unstructured conversational approach while still allowing a degree of freedom and adaptability in getting information from the interviewee.

Purposive Sample. Case studies require clear choices regarding the sample of the participants in the study (Miles & Huberman, 1994). Purposive sampling is the most frequently used sampling technique in qualitative research (Merriam, 2001; Patton, 1990; Borg & Gall, 1989). This sampling technique is used when the researcher, or other expert, has observed a particular phenomenon worth further investigation. Patton (1990)

calls this type of sampling purposeful in that the researcher intentionally has selected a particular sample based upon various traits or characteristics.

Georgetown College was purposively chosen as a case study for this dissertation for several reasons. First, some have identified Georgetown College as an institution of change over the last three decades, especially since President William H. Crouch began his tenure in 1991. In fact, Alvin Sanoff wrote “In 1991, when William Crouch, Jr., became president, he brought with him an entrepreneurial energy that many say has transformed the institution” (Thelin, Sanoff, & Suggs, 2006, p. 41). Another author, Michael Townsley (2002), complimented the work of President Crouch writing that “Bill Crouch, president of Georgetown College, may be one of the most innovative college presidents in the country” (p. 185) and “Crouch is recognized as a leader among small colleges for his innovative work at Georgetown” (p. 186).

President Crouch has gotten attention for his many initiatives. Some examples include creating an investment fund for students to manage; creating a campus version of *The Apprentice*, where students are challenged to solve a campus problem; and creating partnerships with businesses and corporations like The First Tee, Kentucky Horse Park, and the Cincinnati Bengals (Sanoff, 2006). Moreover, during his presidency, enrollment has increased from 1,284 in 1991 to 1,725 students in 2009.

Recently, Georgetown College received recognition as a top producer of Fulbright Award recipients, was recognized as a Best Bet by *Colleges of Distinction*, and was listed as a Best Liberal Arts College by *US News & World Report*. In addition, Georgetown College was listed for the eleventh consecutive year as A Best Southeastern College by

the *Princeton Review* and has been recognized for the ninth consecutive year by *America's 100 Best College Buys*.

Second, Georgetown College was selected for this study because of its proximity to the location of the researcher which allowed for multiple visits within a short period of time.

Data Collection. The process of data collection consisted of interviews, observation, and document analysis. This approach helped to verify the information that was gathered from each of the different approaches.

To identify prospective interviewees I used a snowball sampling technique. I began with President Crouch and at the conclusion of our first interview I asked him for names of individuals whom I might interview that could provide disparate perspectives. At the conclusion of each consecutive interview, I likewise asked those subjects for names of individuals they suggested I interview for this study. I was less concerned with the position the people hold and more interested in those who could add insight and details about changes on campus. Once subjects agreed to participate, the interviews were conducted in a one-on-one setting using the General Interview Guide Approach (Patton, 1990) and each interview was recorded in its entirety. Upon completion of each interview, the recordings were deposited in the Louie B. Nunn Center for Oral History at the University of Kentucky. Access to these interviews was restricted to the researcher during the time of the study.

After each interview, I reviewed each tape and listened for key themes. Rather than transcribing each interview, I created Interview Logs (Merriam, 1988 in Glesne, p.

79). After reviewing the interviews in detail, I filed away the original interview notes and the tapes and worked from the recorded data from the interviews.

In addition to the interviews, I spent time on Georgetown College's campus observing President Crouch as well as members of the faculty, administration, and students. I spent most of my observation time following President Crouch as he went through his daily routine of leading Georgetown College. This was done to gain a better understanding of the campus culture which helped me understand how the changes came about and the impact the changes have had on the institution today.

In addition to observation and interviews I reviewed documents such as old email communications, yearbooks, student newspapers, campus newsletters, alumni mailers, reports, brochures, pamphlets, and budgets for insights into strategies that led the institution toward change. I then compared the messages conveyed in these documents to the messages gathered from the observations and interviews.

Data Analysis. As the researcher, I used an inductive inquiry approach (Erikson, 1986) to conduct an analysis of the data. Through the process of coding the data by groups and themes, patterns began to emerge which led to the list of strategies outlined in Chapter 4.

Reliability and Validity and Generalizability. This study has limitations in that it only provides insights into strategies for creating change implemented by a single institution and may not be generalizable for all colleges and universities within higher education. Conducting this study from the constructionist approach, I was not striving to prove a particular theory or hypothesis but rather tried to explore and understand this topic in more detail. Certainly, further research and exploration of this topic would

uncover additional strategies leaders use depending upon different environmental, historical, and geographic factors.

Some other limitations of using a qualitative interview approach for my methodology are issues such as: (1) recall bias, where the interviewee simply is not able to remember the specifics of a situation, (2) prestige bias, where the interviewee might exaggerate the situation to make them look better, and (3) intentional deception or lying (Bradley, 2006).

Finally, this study was limited by factors such as time and access. By nature of this dissertation study, the researcher was not able to spend unlimited amounts of time researching this particular institution.

Conceptual Framework and Theoretical Perspective

This study used three conceptual frameworks or models as guiding theoretical perspectives. I examined Burton Clark's case study model and theory developed on sagas and organizational change (Clark, 1992; Clark, 1971). I also reviewed George Keller's work and theory developed from his study of Elon College (Keller, 2004). Finally, I analyzed John Kotter's (1996) change theory, which suggests that organizational change is an eight-step process. Those eight steps are:

- 1) establishing a sense of urgency
- 2) creating a guiding coalition
- 3) developing a vision and strategy
- 4) communicating the change vision
- 5) empowering broad-based action
- 6) generating short-term wins

- 7) consolidating gains and producing more change
- 8) anchoring new approaches in the culture

Kotter's work has been popular within organizational change theory research and has been referenced in a number of recent studies (Herr, 2006; Cramer, 2002; Hedley, 2002; Snowden, 2002; Price, 2001; Schmidt, 2001; Brigham-Sprague, 2001; Dantzer, 2000). Kotter states that his model is valid for all organizations in all settings. However, this study intentionally explored its applicability to higher education.

Assumptions

The effectiveness of this study is predicated on some basic assumptions. The first being that change within higher education is possible. I also assume that organizational change theories written more broadly can be applied to higher education.

Significance of Study

Although there is quite a bit of literature on organizational change theory, most of the research is on business organizations. Little research exists on strategies for creating organizational change within colleges and universities, especially in terms of listing specific steps for creating change.

Limitations of Study

This study has some limitations. It is limited in that it is only a single case study of one institution. Also, because it is a qualitative interview project, the data provided by the interviewees may not be entirely accurate. Another obvious weakness of this single case methodology is the fact that the narrowly defined results may not be generalizable to other colleges and universities.

One of the biggest limitations of this study is the fact that many invited participants declined to contribute because of the influence President Crouch has over them. Whether it was fear for job security, or some other reason, only one faculty member and one staff agreed to be interviewed, and the staff member would only agree to participate if their comments remained anonymous. It would be interesting to see how the results of this study differed if a much larger pool of faculty and staff were willing to share their perspectives.

Definition of Terms

The following terms are used throughout this study. Below are definitions of each term to provide a common understanding for the purposes of this study.

Change: “Change involves the crystallization of new action possibilities (new policies, behaviors, patterns, methodologies, etc.) based on reconceptualized patterns of the organization. The architecture of change involves the design and construction of new patterns, or the reconceptualization of old ones, to make new, and hopefully more productive, actions, possible” (Kanter, 1983, p. 279); Change is the movement away from a present state toward a future state (Fox-Wolfgramm, 1998).

Change Agent: According to Farmer (1990), change agents are leaders who help others see the need for change and gather support for specific changes; are solution givers who define and offer plans for implementing innovation; are process helpers who assist others in seeing and developing a strategy for change; are resource linkers who build a network of resources in order to advance change; are confidence builders who sustain change and defeat fear.

Change Management: “The techniques used to create and sustain changes within an organization” (Galpin, 1996, p. 135).

Organizational Change: A field of study that encompasses synonymous concepts such as transformational change, strategic change, organizational transformation, fundamental change, and purpose-centered change. Within the field of organizational change, these terms represent writings in both corporate and higher education settings.

Organizational Culture: “A pattern of shared basic assumptions that the group has learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 2004, p. 17); “The way we do things around here” (Deal & Kennedy, 1982, p. 4).

Transformational Change: “A systematic, dynamic change process intentionally value driven which alters the culture and meaning-making of the institution and has as its goals to enhance service to society and positively impact student learning. This type of change is distinguished from other types of change by both its depth and pervasiveness” (Astin, 2001); Iacovini (1993) defined organizational change as a “rational process—one that is carefully planned and orchestrated to move organizations from one capacity to another.”

Outline of Study

This study is comprised of five chapters. Chapter one provides an overview and introduction to the study, discussing the background and rationale for this research. It introduces the questions guiding this study and the methodology for conducting the

research. As with all research, there are assumptions, limitations, and areas of significance, all of which are discussed in the first chapter.

Chapter two provides an overview of the literature related to this study. It covers historical as well as recent research on leadership, organizational change, change in higher education, and organizational culture.

Chapter three tells the story of Georgetown College. After a brief history of and a short summary of the President Crouch years, I highlight the organizational changes that have taken place on campus.

Chapter four introduces the reader to the findings garnered from this study. It highlights the strategies for change that emerged in the research. These strategies are then viewed through three different lenses, namely Burton Clark's Change Model, George Keller's Change Theory, and John Kotter's Change Strategies.

Chapter five provides a summary, conclusions, implications, and recommendations for further study.

Summary

"Forces within American higher education are calling for transformational change" (Grassadonia, 2006, p. 14). However, many colleges and universities seem to struggle with creating intentional change on campus. This study focuses on identifying and describing organizational change processes at Georgetown College, providing guidance for leaders in higher education who are setting out to create change on their campuses.

CHAPTER TWO: REVIEW OF THE LITERATURE

This chapter provides a review of the literature on leadership, change agents, organizational change theory, change in higher education, and organizational culture. All these topics are essential to understanding the implementation of organizational change. In preparing a review of the literature, journals, books, web-based materials, and other sources were examined to ensure that each topic was thoroughly explored. The following is a review of the literature pertinent to this dissertation study.

Leadership

Leadership is such a large a field of study that a complete review of the literature here would not be feasible. The literature on leadership is quite broad, which is proof of our society's focus on the importance of leadership in our organizations, communities, and nation. Countless books and articles have been written on this topic. In fact, Bennis and Nanus (1985) estimated that there have been thousands of empirical investigations of leaders in the past 75 years with more than 350 different definitions of leadership being published. This review of the literature on leadership will present a chronological overview of approaches and theory presented from the early 1900s through the start of the twenty-first century.

The words *lead* and *leader* have been a part of the English language since the 1300s but did not officially appear in an English language dictionary until the mid 1700s (Rost, 1993; Bass, 1990). The word *leadership* first appeared in an English language dictionary in Webster's 1828 version. The study of leadership did not begin until the early twentieth century. However, the works published on leadership remained relatively small until an explosion on the topic in the 1980s. In one short decade, between 1980

and 1990, the number of books published on leadership more than doubled. Since then, the number of books published in the 1990s and early 2000s has continued at an even more rapid pace. In addition, it is worth noting that it was during this time that women became involved in the discussion of leadership.

The study of leadership has progressed through many theories and frameworks over the years. There are the classical theories of leadership such as the Great Man Theory, Trait Theory, Behavioral Theory, Situational Theory, Influence Theory, and the modern Reciprocal or Transformational Theory. Each of these theories was accepted as legitimate, but each also has its flaws (Rost, 1993). Below is a chronological review of the major theories of leadership beginning in the early 1900s through the start of the twenty-first century.

Great Man Theory: 1900s-1930s. In striving to answer the question of whether leaders are born or made, researchers approached the study of leadership by analyzing the lives of great men. They submitted that indeed some men were born to be leaders, even born to lead a particular cause such as Jesus, Moses, Mohammad, and Buddha. In fact, some even believed that a single decision by some great men could alter the very course of history (Bass, 1990; Stogdill, 1974).

Trait Theory: 1930s-1950s. The next approach to studying leadership was the Trait Theory. Researchers believed that all people are born with inherited traits and that some traits are more suited to leadership and believed that only people with certain traits could effectively lead. So, they studied leaders and tried to synthesize the traits these leaders had in common. They hypothesized that specific traits (e.g. height, facial features, personality, decisiveness, confidence, communication skills, etc.) were at the

center of success as a leader. However, researchers were unable to prove a strong correlation between traits and the effectiveness of the leader (Bass, 1990; Stogdill, 1974).

Behavioral Theory: 1950s-1960s. Around the 1950s researchers began to move away from studying the traits and personalities of leaders and began focusing on the behaviors of the leader. The behavioral approach to studying leadership focused on trying to understand what patterns of behavior resulted in the best leadership. Researchers began to believe that the behavior of leaders, rather than their physical traits, is what helped them effectively lead (Bass, 1990; Stogdill, 1974).

Situational Theory and Contingency Theory: 1960s-1970s. Situational and Contingency approaches are oftentimes grouped together because both put emphasis on the significance of the context or situation in which leadership occurs. The Situationists believed that a particular situation determines whether or not someone is effective as a leader. This approach also proposed that leaders can switch styles of leadership depending on the situation. The contingency approach believed that a leader's particular style did not change and that a leader should put themselves in a situation where their style would be best accepted and most effective (Bass, 1990; Stogdill, 1974).

Reciprocal, Relational, or Transformational Theory: late 1970s-2000s. Starting around 1980, the reciprocal, relational, or transformational approach has dominated the field of leadership study. The genesis of this movement was James McGregor Burns' (1978) book, *Leadership*, and Robert Greenleaf's (1977), seminal work, *Servant Leadership*. These two books focused on the relational and reciprocal nature of the leader-follower interaction. Burns coined the terms transactional and transformational leadership and advocated for the transformational approach, where leaders put the good

of the organization above self-interest or even the interests of the group. Working with the follower they are able to achieve their potential and ultimately transform themselves and the organization.

The current prevailing theory is transformational leadership. Transformational leadership is defined as “an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes” (Rost, 1993, p. 102). This definition focuses on several key components regarding how leaders bring about change; (1) “the relationship is based on influence, (2) the leaders and followers are the people in this relationship, (3) the leaders and followers intend real changes, and (4) leaders and followers develop mutual purposes” (Rost, 1993, p. 104).

The study of leadership is important in that it relates to the study of organizational change and the theories around organizational change. Typically, a leader is needed to drive the changes within organizations and in order to do so effectively and efficiently, they need to rely on their leadership skills.

Change Agents

Northouse (2004) wrote about transformational leaders and how these individuals are often considered change agents. Change agents and transformational leaders share similar traits such as, deferring personal interests to the needs of their organization; possessing relational skills (i.e. listening, relationship building, inspiring trust, being flexible, etc.); acting in harmony with their personal values; and being role models who possess charismatic power (Weick & Quinn, 1999; Bennis, 1993). But, to suppose that transformational leaders and change agents are one in the same would be incorrect. The literature seems to show some consistencies between change agents and transformational

leaders, but also reveals some attributes that give change agents their own unique approach to leadership.

According to Farmer (1990), change agents are leaders who help others see the need for change and gather support for specific changes; are solution givers who define and offer plans for implementing innovation; are process helpers who assist others in seeing and developing a strategy for change; are resource linkers who build a network of resources in order to advance change; are confidence builders who sustain change and defeat fear.

Similarly, Rogers (1995) defined a change agent as “an individual who influences clients’ innovation (change) decisions in a direction deemed desirable by a change agency” (p. 335). He went on to outline the process for creating change as: (a) developing a need for change, (b) establishing an information-exchange relationship, (c) diagnosing the problems, (d) creating intent in the client to change, (e) translating the intent into action, (f) stabilizing adoption and prevent discontinuance, and (g) achieving a terminal relationship.

According to Clark (1998), being an agent of change in higher education “points more powerfully to deliberate local effort, to actions that lead to change in organizational posture” (p. 4). Sexton (1994) points out that a change agent takes responsibility for bringing about creative change by adjusting his or her approaches and skills to address opportunities that are available. Given a rapidly changing society, administrators within the higher educational system must be agents of change to prevent their institution’s financial position from being undermined by large-scale trends and events.

Organizational Change and Change Theory

Organizational change is constant and is typically driven by any combination of the following factors: crisis in the organization, strong leadership, or environmental or market forces (Chaffee, 1984; Kezar, 2001). Change, for many, can be a very emotional event and it is not uncommon for members of an organization to be resistant to change.

Change is the movement away from a present state toward a future state (Fox-Wolfgramm, 1998). Iacovini (1993) defined change as a “rational process—one that is carefully planned and orchestrated to move organizations from one capacity to another.” Organizational change theory comes out of the field of organizational development and has been influenced by other disciplines such as anthropology, social psychology, sociology, education, and philosophy. Over time, the discussions around change theory focused on organizations as living entities (Fullan, 1999; Weick & Quinn, 1999).

One of the first theories on organizational change was Kurt Lewin’s change theory (1947). Lewin’s model of change is the classic three step model of (1) unfreeze the current state; (2) move toward the new state, and (3) refreeze the new state. His research was the foundation for organizational change for a number of years and can still be seen in most change theories.

Fullan researched organizational change for several decades and stated that substantive change is both time-consuming and energy-intensive. He wrote that “the total time frame from initiation to institutionalization is lengthy, and even moderately complex changes take from three to five years, while major restructuring efforts take five to ten years” (1991, p. 49).

Senge (1990) wrote about a systems-thinking model of organizational change. Systems-thinking is the concept of looking at organizational change as a continuous process of feedback loops, where organizations learn from the past and change to improve the future. Senge's systems-thinking model caps his theory for transforming organizations. The other foundational disciplines are personal mastery, mental models, building shared vision, and team learning (Senge, 1990).

For the purposes of this study, three organizational change theories will be reviewed in more detail. Burton Clark's change model developed from his case studies, George Keller's theory gleaned from his study of Elon College, and John Kotter's strategies for creating change all seem to provide a nice conceptual framework for this research.

Burton Clark's Change Model. Burton Clark studied three colleges that experience change and then described the sagas that led to these changes. In his book, *The Distinctive College: Antioch, Reed, and Swarthmore* (1992) he wrote about how there are three times organizational sagas can be developed. The first is when starting a brand new organization, the second is during a time of crisis within the organization, and the third is when there is a "state of readiness" (Clark, 1971, p. 505). Through this same study, he proposed five components that help influence this organizational change in higher education.

The first is the *personnel core*, where it is important to get the faculty bought into the proposed changes. The second is the *program core*, which states there must be visible changes and practices implemented to serve as visuals of the proposed changes. The third is the *social base*. Without the support of the alumni and other constituents, it

will be much tougher to implement change to the campus. The fourth is the *student subculture*. As Clark (1971) wrote, “To become and remain a legend, a change must be supported by the student subculture over decades, integrating significantly with the central ideas of the believing administrators and faculty” (p. 509). The fifth and final component is the *ideology*. In order for change to occur, Clark believes that the changes have to become cemented in the ideology of the organization.

George Keller’s Change Theory. George Keller wrote about change in higher education when he researched and wrote, *Transforming a College: The Story of a Little-Known College’s Strategic Climb to National Distinction* (2004). In this book he highlighted six strategies that aided in Elon University’s ascent to respectability over the past couple of decades. The strategies he discovered that were used to create this positive change were:

- a) President Fred Young’s mantra of excellence and “quality everywhere.” The president instilled an expectation that phone calls, food served on campus, classroom instruction, campus grounds, etc. were all of top quality.
- b) Elon’s addiction to planning. There were painstaking efforts made to ensure that people were establishing strategic priorities, that departments were setting goals, and that the next steps were communicated widely to make sure that the strategies were carried out and were not just mere paper proposals. There was also an effort to make sure these strategies became action imperatives and targets for financial support.
- c) Elon’s attention to the selection, training, and rewarding of its people. The leadership at Elon recognized the importance of hiring the best people for every

position. This meant that grounds workers, secretaries, security guards, professors, vice presidents, and students all had to be the best. And, as a result, Elon experienced very little turnover.

- d) Elon's willingness to create a distinctive niche in the crowded landscape of American colleges and universities. Sometimes organizations have to take risks. Elon did just that, creating an institution that focused on engaged learning, action-oriented pedagogies, and a broad experimental style of education. According to Keller, this has separated Elon from its peers.
- e) Elon's wisdom in terms of financing growth with relatively small amounts of its own money. Good financial decisions have helped Elon succeed. Gerald Whittington, Vice President for Business, Finance, and Technology was quoted as saying, "We try to get three dollars worth of results out of every two dollars we invest" (Keller, 2004, p. 103).
- f) Elon's skill at marketing itself. The final strategy used at Elon was their approach to marketing the institution. They focused on what they called the "5 P's of higher education marketing: Program, Price, Place, People, and Promotion" (Keller, 2004). President Lambert hired Dan Anderson, a soft-spoken and modest but masterly ex-journalist, who "put in place a series of initiatives aimed at the news media, publishers of college guides, higher education leaders, and influential people in government and the nonprofit sector" (Keller, 2004, p. 104) Anderson also invited higher education writers to the campus. Through this he has increasingly gathered plaudits and mentions for Elon. Another approach was to bring world-famous figures to campus – from former president George H. W.

Bush to broadcast legend Walter Cronkite. This has given students exposure to powerful notables and something to brag about to their friends and family back home.

John Kotter's Change Strategies. According to Kotter (1996), the rate of change in the world today is only going to continue to increase as a result of increased competition and technological advances. In his research, he talked about how in the past it was the norm for organizations, especially within education, to remain relatively calm and even complacent. Indeed, each organization might have brief periods of hectic activity when forced to adjust to new levels, but then they would revert back to a homeostatic state. Kotter emphasized that this will no longer be the case moving forward and that organizations will need to change constantly in order to succeed and survive in the modern world. Through his research, he was able to come up with a list of strategies for creating organizational change.

Kotter published his theory about organizational change in his book, *Leading Change* (1996). His theory suggests that if organizations want to effectively achieve change, they can follow an eight step process. Those steps are: (1) establishing a sense of urgency, (2) creating a guiding coalition, (3) developing a vision and strategy, (4) communicating the change vision, (5) empowering broad-based action, (6) generating short-term wins, (7) consolidating gains and producing more change, and (8) anchoring new approaches in the culture. Each will be discussed in more detail below.

The first step in Kotter's organizational change theory is *establishing a sense of urgency*. It is important for organizations to examine who they are and what expectations are held by those they serve. It is also vital for organizations to understand their

competition, the environment within which they operate, and how they can turn crisis into opportunities. It is so important to instill within an organization the understanding that if it stands still, they will lose their competitive advantage.

Establishing a need for change is an important step in the change process (Kotter, 1996). Cameron and Quinn (1999) call this step, “Creating readiness” (p. 88). There must be a sense of urgency within the organization that change is needed. If the leader is able to create this sense of urgency, then the participants within the organization are typically able and willing to give extra effort. If urgency is not established, it becomes easy for complacency to creep in, which will ultimately kill all momentum toward change. Complacency can be caused by past success, no visible crisis, low performance standards, or insufficient feedback (Kotter, 1996). Once complacency has set in, it can be nearly impossible to drive people from their comfort zones.

Without a clearly articulated purpose for change, nothing is ever going to happen. Individuals and organizations always seem to be striving for a homeostatic state, a place where they are comfortable. Many people will even admit that they do not like change and do not do well with it. Therefore, it is vital that leaders establish a need for change and educate their followers on why the need exists. Hartley (2002) wrote that “purpose-centered change efforts animated prodigious transformations.” Similarly, it was written that leaders must make “a clear and compelling case to key stakeholders about why things must be done differently” (Eckel et al., 1999, p. 2).

Step two of Kotter’s organizational change theory is *creating a guiding coalition*. This is the process of organizing a group of individuals who have enough respect, power,

and leadership to lead the change. These are the people that the rest of the members of the organization will follow as the change is implemented.

Coalition building is very much a part of leadership and change and can be used to garner support for a cause, gain resources, or increase power (Cameron & Quinn, 1999; Kotter, 1996). Effective leaders will be able to achieve their institutional goals if they are able to balance the demands and interests of their varied stakeholders and build strong coalitions. Successful changes happen when many people buy in, and those people do not have to be senior leaders within the organization. Getting people to buy in is often a challenging task as the demands of the stakeholders are often in conflict. “A good leader is one who has been able to balance the conflicting demands” of the major campus constituencies (Birnbaum, 1992, p. 57).

Unfortunately, many leaders create committees or task forces to achieve buy-in, thinking they are forming coalitions. However, these rarely work and hardly ever influence real change. Committees and task forces are often slow, political, and frustrating. Most of the work is done by a small dedicated portion of the committee and rarely are key decision makers even a part of the task force so eventually the groups fade away over time (Kotter, 1996). Building strong coalitions is different. It is the process of finding the right people who can help push through changes. It is a mechanism for leaders to build a stronger power base. French and Raven’s (1959) seminal work on the bases of power outlined how coalition building is a form of gaining power, which can help influence desired changes.

Weick’s (1976) classic work compared higher education to a loosely-coupled system to help explain the importance of leaders building strong coalitions for support

before any changes can take place. Leaders are not able to make changes without the support of their colleagues and staff. In order for institutions to change, the people must change since they are the ones that make up the organization.

Step three of Kotter's organizational change theory is *developing a vision and a strategy*. It is crucial that the vision be shared among all the participants, and the leader must be the one to get others to buy into the vision for change and outline a strategy for how the organization will get there.

Getting people to buy into the vision for change is one of the most important strategies for creating change. "Without vision, there can be no direction, no improvement" (Fisher & Tack, 1988, p. 103). But, writing a fancy vision statement will not create change on its own.

A proper vision helps direct, align, and inspire others. It helps guide the decision making process, avoid conflict, and ultimately save time. Effective leaders are able to communicate their visions in just a few minutes and should be able to create a reaction of interest and understanding. Appropriate visions should rally people together and inspire change (Kotter, 1996).

Developing a vision that others can buy into seems to be a key for enabling the change process to occur (Collins, 2001; Gardner, 1990). In Clark Kerr's (1984) view, this is essential for college and university presidents as they lead their institutions.

Step four of Kotter's organizational change theory is *communicating the change vision*. This step is certainly related to the step three but with the focus being on effective communication. In fact, Kotter states that a leader cannot over-communicate the vision enough and that every communication resource and method must be used. Most

importantly, the behavior and action of the leader and the coalition must match the message.

The leader's role is to create believers in the change process. However, without the believers, little change will actually happen. Clearly articulating your vision is essential in motivating, managing, and sustaining major change. "Without a sensible vision, a transformation effort can easily dissolve into a list of confusing and incompatible projects that can take the organization in the wrong direction or nowhere at all" (Kotter, 1996, p. 63). The members of an organization have a strong need to understand the purpose of the change before they will buy into it and support the effort.

Visions must be effectively communicated in both words and deeds. In fact, communicating the vision for change through actions and deeds is a powerful strategy for change. The old adage states that "actions speak louder than words," and this is true in leadership.

Leaders must communicate the vision often, and over an extended period of time. Within the literature on organizational change, there is research that supports the importance of continually communicating a vision for change (Eckel et al, 1999). It must also be communicated across the entire institution, especially to the decision makers. Research has found that it is important to "share as much information as possible on a regular basis and as broadly as possible. Otherwise, in the absence of information people create their own" facts and organizational message (Cameron and Quinn, 1999, p. 86). Finally, the vision must be "lived" by those at the top. If leaders do not "walk the talk" or "practice what they preach," the chances are good that the proposed change will not go anywhere. The decisions made at the top must be consistent with the communications.

Eddy (2003) wrote that “one facet of leadership involves helping campus members make sense of organizational change” (p. 453). Indeed, it is the leader’s responsibility to help members of his or her organization understand the need for change, and this is often done by anchoring the change in a clearly articulated vision.

Step five of Kotter’s organizational change theory is *empowering broad-based action*. In order for change to occur within the organization, the leader must make sure to remove every possible obstacle, such as members of the organization who disagree with the proposed changes or organizational structures that might need to be modified. Once this has occurred, the leader must create an environment where participants feel comfortable implementing new ideas, taking risks, and working toward the change.

In order to effectively create change within an organization, it is important to empower colleagues to move forward with the changes (Kotter, 1996). It is also important to “identify the opinion leaders. Involve those affected by the changes. Listen to their perspectives and help them feel understood, valued, and engaged” (Cameron and Quinn, 1999, p. 86).

A common mistake leaders make when trying to create change is that they fail to confront obstacles, allowing small roadblocks to get in the way of the new vision. The product of failing to overcome these obstacles is de-motivation. Members of the organization will always feel disempowered when they do not see their leaders doing everything they can to make sure that the organization is moving forward with the changes prescribed by the new vision.

Step six of Kotter’s organizational change theory is *generating short-term wins*. This step is vital to the change process so that participants within the organization can

sense that progress is being made toward the vision. It is the responsibility of the leader to make everyone aware of these short-term wins and to recognize the people who were responsible for the progress.

Creating change in a college or university could be comparable to getting a large aircraft carrier to change directions. Neither is going to happen overnight. Change takes time. Clark (1971) commented about the timeframe for change in higher education when he wrote, “the exciting story of special performance emerges not in a few months but at a minimum over a number of years and more likely in a decade or two” (p. 502). In fact, several studies have confirmed that it can take up to ten years to change the culture of an organization (Butch & Wetzel, 2001; Kotter, 1996; Fullan, 1991). Therefore, an effective change strategy is to focus on short-term wins to keep people focused on the long-term vision for change. Kotter found that an organization has around six to eighteen months to begin to see progress before people give up on the change. It is important that leaders “specify time frames for changes to be completed” (Cameron & Quinn, 1999, p. 86).

Even though it may take several years for the change to occur, it is important to focus on the short-term successes. Cameron and Quinn suggest that leaders need to make sure they “find something easy to change, change it, and celebrate it publicly. Then, find a second thing that is easy to change, change it, and publicize it. Small successful steps create momentum in the desired direction and inhibit resistance” (Cameron & Quinn, 1999, p. 86).

Step seven of Kotter’s organizational change theory is *consolidating gains and producing more change*. This is the natural outcome of recognizing the short-term wins. As members of the organization recognize progress with the change plan, they will

continue to work toward additional change to help with the overall implementation of the transformation.

Creating change in higher education is a complex process. Change needs to be seen and understood as a process, not an event (Bennis, 1969). Unfortunately at this point no research has been able to discover shortcuts for creating and carrying out a successful change process. “Everyone involved with strategic change on a college and university campus must give a significant amount of time and effort to the process. They must do their homework and be committed to the process. They must take on the harder and more time-consuming projects in order to assure that the process will succeed” (Rowley & Sherman, 2001, p. 274).

Communication is clearly an important skill in creating change. All members of the organization must be reminded consistently of the need for change as well as the vision for the new direction. If people do not see progress along the way, the motivation will diminish and ultimately the change will not occur. Therefore, it is vital that leaders point out and communicate short-term wins along the way. It is also important for leaders not to declare victory too soon (Kotter, 1996).

Step eight of Kotter’s organizational change theory is *anchoring new approaches in the culture*. This final step in the process is vital to the lasting success of the change. If the change is not anchored into the culture, then it will just revert back to the way it was previously.

To anchor the changes into the culture, leaders need to demonstrate how the changes have improved the organization. Leaders need to make sure to point out the changes within the culture to the people within their organization. Often they are unable

to make these connections and see the real changes themselves. In addition, it is important for leaders to make sure that the changes last through the next generation of leaders. Kotter warns that one bad hiring decision can reverse a whole decade of good work.

Since Kotter published his theory, there have been many studies conducted using this conceptual framework (Herr, 2006; Cramer, 2002; Hedley, 2002; Snowden, 2002; Brigham-Spraeue, 2001; Price, 2001; Schmidt, 2001; Austin, 2000; Dantzer, 2000). These and other researchers are trying to determine whether or not this model is valid for use within higher education.

In addition to these theories, there have been many others who have written and theorized about organizational change. Astin (2001), Cutright (2001), Fullan (2001, 1999), Eckel, Green, and Hill (1998), and Wilber (1998) all have written about how systemic change is necessary to achieve institutional transformation. The next step is for researchers to understand how to create change in higher education.

Change in Higher Education

Higher education has gone through many periods of change over the past several decades. The passage of the GI Bill at the conclusion of World War II brought about great changes in higher education as colleges and universities struggled with issues of capacity. Almost all institutions had to scramble to meet this increased enrollment, having to focus on construction of new buildings as well as growing the faculty on campus.

The 1950s were marked as a decade of desegregation. It was in 1954 that the Supreme Court ruled in the case of Brown v. the Board of Education. This landmark

decision paved the way for integration in higher education and the Civil Rights movement.

The 1960s saw further increases in enrollment, which forced another new wave of construction, the addition of new academic programs, and increases in faculty hiring to meet the needs of these new students (Rudolph, 1990). These changes forced leaders within higher education to adapt and change to continue to survive.

In the 1970s enrollments began to drop and contributions from donors began to decrease. Once again, administrators were forced to make changes to their institutions.

The 1980s was another decade of change in higher education. George Keller, a noted scholar in higher education at the University of Pennsylvania, called on the education world to “totally revamp its form of governance, internal management structures, and presidential leadership. He saw the academy in a state of progressive decline in all three areas. He encouraged institutions to reexamine their mission, values, abilities, and priorities against the backdrop of a changing environment, market forces, and competition” (Herr, 2006, p. 22). During this decade, there seemed to be a shift to formalize the administration structure at many colleges and universities.

During the 1990s and 2000s there has been a shift in higher education as a result of technology. Along with the benefits of new technologies have come challenges of how to implement these new conveniences to better serve students and increase research output. In addition, during the first decade of the twenty-first century, there have been many financial challenges as a result of the declining economy, decreased state appropriations, and shrinking endowments.

In addition to actual changes to higher education over the past several decades, there have also been some studies done to try and enhance the body of literature on organizational change in higher education. By way of theory development, Kezar and Eckel (2000) conducted a study of the transformational change process within higher education. After reviewing the literature and doing their own study, they came up with the following framework of strategies to create change in higher education: (a) a willing president or strong administrative leadership, (b) a collaborative process, (c) persuasive and effective communication (d) a motivating vision and mission, (e) long-term orientation, (f) providing rewards, and (g) developing support structures (p. 5).

Birnbaum (2000) stated that change processes will only work when they are carefully and critically studied by university administrators and faculty and are assimilated slowly enough for the effect to change the culture of the institution. Therefore, it is important that we also have a basic understanding of organizational culture.

Organizational Culture

Schein (2004) wrote that “Leadership and culture are two sides of the same coin” (p. 1). Organizational culture, like leadership, is a complex concept and has been studied by researchers from many disciplines. The study of culture is grounded in psychology, semiotics, communications, social psychology, anthropology, and sociology (Kuh & Whitt, 1998; Cameron & Ettington, 1988; Ouchi & Wilkins, 1985). The term “organizational culture” entered the literature in 1979 in an article in *Administrative Science Quarterly* by Pettigrew called *On Studying Organizational Cultures* (Hofstede, Neuijen, Ohayv, & Sanders, 1990). The study of organizational culture emerged as a

result of the competitive threat to American business from other nations, namely Japan (Kouzes and Posner, 2002).

Both Lewin and Schein have found that culture is a powerful force that influences everything within the institution. In an article that Schein (1996) wrote, he drew a powerful analogy about culture and change. He wrote that an individual would not build a bridge without understanding structural mechanics or perform a heart transplant without practice, yet many in management positions take on major change initiatives without understanding organizational change strategies and their institution's culture. "By understanding culture, leadership can help set the stage for change, thereby improving the quality of experience and performance of the current change initiative" (King, 2001). Therefore, it is important that leaders who are trying to create change understand organizational culture (Deal, 1999).

"One could argue that the only thing of real importance that leaders do is to create and manage culture, and that the unique talent of leaders is their ability to understand and work with culture" (Schein, 2004, p. 11). For the past several decades, scholars have been researching and examining organizational culture (Schein, 2004; Kuh & Whitt, 1998; Chaffee & Tierney, 1988; Ouchi & Wilkins, 1985), doing their best to define this complex phenomenon. Although each definition differs slightly, each has a similar flavor.

Pascale and Athos (1981) define culture as the glue that holds an organization together. Schein (2004) explains culture as "a pattern of shared basic assumptions that a group learned as it solved its problems of external adaptation and integration, that has worked well enough to be considered valid and therefore to be taught to new members as

the correct way to perceive, think, and feel in relation to those problems” (pg. 17). Kuh and Whitt (1988) define culture as “persistent patterns of norms, values, practices, beliefs, and assumptions that shape the behavior of individuals and groups in a college or university and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus.” Finally, Deal and Kennedy (1982) plainly define culture as “the way we do things around here.”

Within higher education there are many cultures and subcultures, Clark (1980) wrote broadly about the topic when he described four cultures within higher education. He listed them as (1) the cultures of specific academic disciplines, (2) the cultures of academic professions, (3) the cultures of the individual institutions, and (4) the cultures of national higher education in general. Kuh and Whitt (1998) then wrote about three institutional subcultures; (1) the faculty, (2) the students, and (3) the Administrators.

According to Chaffee and Tierney (1988), culture is comprised of three dimensions (values, environment, and structure) and three themes (time, space, and communication). The first dimension is values. Values are those beliefs, norms, priorities, etc. that are shared among members. The second dimension is environment. Environment is composed of the people, events, demands, organizational constraints, the clientele, the demographics, and external forces. The third dimension is structure. Culture lives within the structure, or in other words, the way in which the organization accomplishes its activities, the programs, the budgeting, the governance, the decision making processes, and it is the day-to-day operations. The three themes noted were time (history, tradition, behavioral habits, the desired future, the current activities), space

(relationships among individuals), and communication (oral, written, non-verbal cues provide clues to help understand the cultural dimensions).

Schein (2004) studied how to change organizational culture and wrote about how there are different stages of organizational development and that during these different phases a leader would approach the change process differently. During the *Founding and Early Growth* stage the approach would be to approach change in small incremental ways and be led by the owner or founder. When an organization reaches *Midlife*, the process for changing the culture would be more systematic and intentional. This could be done through systematic promotions of subcultures, using technological solutions, or infusing the organization with outsiders. Finally, an organization that has reached maturity or even decline has a couple options for shifting culture. They can use scandal, mergers and acquisitions, or completely deconstruct the organization's culture and reorganize it through a rebirth.

A review of the literature on organizational culture seems to highlight that many leaders do not spend enough time managing the culture of their organizations. It appears as though many leaders simply go through the motions of managing or leading their organization without ever giving much thought to the underlying cultural practices. Leaders should be concerned with the development of their culture because "it is the successful management of these several functions (of culture) that is usually the basis on which leaders are assessed. If they cannot create a group that succeeds, they are considered to have failed as leaders" (Schein, 2004, p. 109). Indeed, "one could argue that the only thing of real importance that leaders do is to create and manage culture" (Schein, 2004, p. 11).

Summary

This review of literature on leadership, change agents, organizational change theory, higher education change, and organizational culture discussed how each topic is essential in understanding and implementing change. Without a working knowledge of each topic, it would be challenging for a leader to succeed in influencing change within his or her organization.

CHAPTER THREE: GEORGETOWN COLLEGE

Georgetown College, located in Georgetown, Kentucky, is a small religiously-affiliated liberal arts college nestled nicely in the heart of the beautiful Bluegrass Region. Established in 1829, Georgetown College has a rich tradition and interesting history, including the distinction of being the first Baptist college west of the Allegheny Mountains (A History of Georgetown College, 2010; Georgetown College Yearbook, 1992, p. 5). Over the past 180 years, the college has had 23 different presidents who have led the college to its present state. In 1991, Dr. William H. Crouch became president and has served in that capacity for the past twenty years. During his tenure he has attempted to make many changes to campus which serve as the focus of this dissertation study. In this chapter there will be a brief history of Georgetown College leading up to the Crouch years, a short personal history of President Crouch and his time as president, and a description of the changes that have taken place during his tenure. Chapter four will then focus on the strategies used to implement these changes.

History of Georgetown College

Although Georgetown College was officially chartered by the Kentucky Legislature in 1829, the origins of the grounds and buildings used by the College actually go back several decades earlier. The Kentucky Baptist Education Society, led by Silas Noel, was granted permission to establish a Baptist college somewhere in the state. They chose the community of Georgetown in Scott County based on the town's offer to raise \$20,000 as well as donate the buildings of another failed school (A History of Georgetown College, 2010; Snyder, 1979).

The origins of schooling in Georgetown (originally known as Lebanon, then George Town – named in honor of George Washington) began with Elijah Craig, a Baptist preacher who arrived in Kentucky in 1784 and three years later established the first school in 1787. In the mid-1790s this school became the Rittenhouse Academy. The Rittenhouse Academy property and building was then used as the starting point for Georgetown College in 1829 (A History of Georgetown College, 2010; LeMaster, 2005; Snyder, 1979).

The first president of Georgetown College was William D. Staughton, and he actually never set foot on the campus. He died in December 1829 on his way to the brand new college before he could ever begin his duties as president. He had previously served as the president of Columbian College, which later became George Washington University (Presidents of Georgetown College, 2010).

The second president was Joel Smith Bacon who served from 1830 - 1832. At the time of his presidency there were two professors and two tutors. President Bacon served for two years before resigning. The presidency then sat vacant for four years before Benjamin Franklin Farnsworth assumed the role and saved the college which was on the brink of failing. Farnsworth was only president for a little over a year before a young, twenty-seven-year-old Rockwood Giddings became president in 1838. Giddings was instrumental in laying the foundation for the future success of the college. He led the first flourishing capital campaign, which raised \$80,000, and he started the building process of Recitation Hall, the first permanent brick building on campus. Giddings sadly died in late October 1839 of exhaustion, one year into his presidency. Seventy years after

his death, the building that he began was renamed Giddings Hall in his honor (Presidents of Georgetown College, 2010).

Rev. Howard Malcolm of Philadelphia served as the fifth president and was the first to serve any significant time, spending nine years on campus. During Malcolm's tenure he established a new curriculum, completed the first permanent building (Recitation or Giddings Hall), and began to recruit students from all over the surrounding region. His stance as an abolitionist was not well received in a pro-slavery community, so fearing for his life, he ultimately resigned his position in 1849 and returned to the northeast (Presidents of Georgetown College, 2010).

Georgetown College went through some challenging periods around the time of the Civil War. Students formed alliances along pro-Southern and pro-Northern lines resulting in frequent fights on campus. Enrollment fell from 400 students to 35 within a couple years, which was financially devastating for the college. Ultimately, the college closed its doors temporarily between April and September 1861 (A History of Georgetown College, 2010; LeMaster, 2005; Snyder, 1979).

Basil Manly, Jr. was hired as president in 1871. While at Georgetown, he led a movement to reform the curriculum from a classical curriculum to an elective system. Following President Manly, Richard Moberley Dudley was selected as president in 1879. Dudley was the first Georgetown alumnus to serve as president of his alma mater. During his tenure he focused on bringing in respected and well-trained faculty and was successful in raising enough money to endow four of the six faculty positions on campus. In 1889, President Dudley worked with Professor J.J. Rucker, who led the significant shift to coeducation, and had the first female dormitory built, later named Rucker Hall.

The first group of women graduated in 1893. Dudley's term as president ended suddenly when he died from appendicitis in January 1893 (Presidents of Georgetown College, 2010).

By 1900, Georgetown College's enrollment reached 400 students, resulting in a period of prosperity. Literary societies, fraternities, sororities, and intercollegiate athletics were all becoming staples of the college experience. President Baron DeKald Gray was hired in 1901 and created a lot of excitement around campus with a renewed focus on academic excellence. He was a successful fundraiser, bringing in more than \$200,000 during his two years on campus (Snyder, 1979).

Between 1918 and 1946, the college struggled to survive through the Great Depression and two World Wars. Several college presidents came and left, and each struggled to keep the institution open. Academic programs were added and others were revised, all in an attempt to keep the college afloat. It was not until the G.I. Bill was signed in 1944 that conditions improved as veterans flocked back to school. Enrollment rose from 250 in 1942 to a high of 750 in 1947 (A History of Georgetown College, 2010; LeMaster, 2005; Snyder, 1979).

Under President Leo Eddlemen in the mid-1950s, the college's enrollment grew to over 1,400 students, and an attempt was made to move the college to Louisville where it would be in a more convenient and populated area. However, this proposal was blocked by a single vote, keeping the college located in Georgetown (Presidents of Georgetown College, 2010).

Dr. Robert Mills was hired as president in 1959 and went to work increasing the size and structure of the campus. Under his leadership, eleven housing units were built as

well as accommodations for fraternities and sororities. He even went as far as approving dancing as an on-campus sanctioned activity, a bold move for a Baptist college in the mid-twentieth century. Two more presidents, Ben Moody Elrod and W. Morgan Patterson, served between 1978 and 1991 when it was determined it was time for a change in the leadership for the college. An extensive search process was conducted to find Patterson's successor, and Dr. William H. Crouch, Jr. was hired as the 23rd president of Georgetown College on June 13, 1991 (Presidents of Georgetown College, 2010). He was 39 years old at the time of his appointment.

President Crouch: Georgetown College's 23rd President

William (Bill) Crouch was born in Louisville, Kentucky into an educated family. In fact, his parents brought him home from the hospital wearing a Wake Forest letter sweater. "It was never a question about if or where I was going to college. My parents made it very clear that I should go to college," Crouch said (W. Crouch, personal interview, December 8, 2009). Crouch's father earned a doctorate degree as did his grandfather. It was obvious to Crouch that education was a priority in their household, and Bill says he always knew he would be involved in education professionally in some way.

When Crouch was two years old, his family moved to Jackson, Mississippi where his father served as pastor for an inner-city church and was intimately involved with the Civil Rights movement in the South. Crouch's father was an activist and marched alongside those fighting for equality for all races. "We had a lot of African-American families that would come to our house. As a child I was always confused as to why they got to use our bathrooms and drink from our water fountains in our house but did not get

to in public places. My parents talked to me through that process about hatred and other things, and that made a really big impact as to why I am so passionate right now about diversity issues” (W. Crouch, personal interview, December 8, 2009).

Because of troubles related to the family’s involvement with the Civil Rights movement, they were forced to move. When Bill was in the third grade, the Crouch family moved to Winston-Salem, North Carolina so that his father could pastor another church. Bill was not very excited about moving and at a young age realized that it was because of racial issues that they were leaving. These experiences early on deeply impacted Crouch and shaped his feelings around this issue. The family lived happily and peacefully there until a week before Bill’s senior year of high school at which time his family moved to Charlotte, North Carolina (W. Crouch, personal interview, December 8, 2009). There Crouch completed high school, enjoying success as a basketball player.

When it became time to think about college, Bill had the opportunity to attend Wake Forest University on a basketball scholarship. At the time, freshmen were not allowed to play on the varsity team, and so he was sent to Wingate Community College to play for two years and earn his associates degree (B. Nash, email communication, January 17, 2011). Bill then transferred back to Wake Forest but instead of joining the basketball team, he decided to focus on academics and his relationship with his sweetheart. Crouch graduated with a bachelor’s degree in Sociology in 1973 (W. Crouch, email communication, January 17, 2011; W. Crouch, personal interview, December 8, 2009).

After working a few different jobs and contemplating law school for a short time, Crouch determined that he should go to graduate school at the seminary and prepare for a

career in higher education. He had many unique advantages that his classmates did not have. “My grandfather was Billy Graham’s pastor for about 20 years so I had the opportunity to know the Grahams and that opened up a number of opportunities for me that my classmates did not have,” Crouch said (W. Crouch, personal interview, December 8, 2009). Using this connection, Crouch was able to schedule meetings with several presidents at religious colleges to investigate job opportunities.

When Crouch graduated with his doctorate, he was 29 years old, and made a list of seven college presidents he would like to work for. He and his wife sat down and created a financial plan that would allow for Crouch to spend two years working as a special assistant for a college president for very little salary. With his goal of being a college president he felt this monetary sacrifice was important in order to get first-hand experience of what the job entailed. Crouch’s plan was to meet with these seven presidents and convince one of them to hire him. His first meeting was with President Craven Williams at Gardner-Webb College in Boiling Springs, North Carolina. After a 30-minute meeting, Williams hired Crouch on a two-year contract. President Williams told Crouch there were two things he had to learn to become a president one day; you have got to learn how to raise money and you have got to teach. According to Williams, all presidents have to know how to raise money as well as know what it is like to teach so they can relate to faculty. During those years Crouch worked in the development office, taught sociology at a Gardner-Webb College satellite campus, and served as the president’s chauffeur (W. Crouch, personal interview, December 8, 2009).

At the conclusion of his two-year contract at Gardner-Webb College, Crouch was offered a full-time position at Gardner-Webb as the director of corporate and foundation

giving. A year later the Baptist Children's Homes of North Carolina approached him about serving as their director of development. President Williams was not supportive of Crouch's decision to leave and told him that leaving higher education was not a smart career move if he aspired to be a president. Crouch remembers looking at Williams and saying on his way out the door, "I will be back in four years" (W. Crouch, personal interview, December 8, 2009).

Crouch credits his time at the Baptist Children's Homes for teaching him how to really fundraise and make tough decisions. After four years working at the Baptist Children's Homes, he received an offer to work at Carson-Newman College in Jefferson City, Tennessee as the vice president for development. While interviewing with the president, he was told, "I have been the president for 20 years. If you will come do this, then you will be in the number one position to be the president of the college when I retire" (W. Crouch, personal interview, December 8, 2009). Crouch was very excited about this opportunity. But in 1991 that all changed.

In the spring of 1991 Crouch was in Gatlinburg, Tennessee having lunch with a prominent donor for Carson-Newman College. During lunch a server approached Crouch letting him know that he had a phone call. The caller was the chair of the presidential search committee at Georgetown College inviting him to consider the position. Crouch and his wife drove to Georgetown, Kentucky that very evening so he could meet with the search committee. They continued to meet another five or six times as part of the interview and selection process.

Crouch recalls the interview process vividly.

We always met in Lexington. They never would bring me out to Georgetown, and I began to wonder about that. When we had our fourth meeting I told them,

“I am not coming back unless you take me to the campus today.” They said they did not want anyone on the campus to know. It was a big secret. They said, “OK, we will pick you up at the hotel at 10 o’clock tonight,” and asked me, “What do you want to see?” I said, “This will be a really quick trip; there are only two things I want to see, (1) the president’s office, and (2) the president’s box at the football stadium.” They asked, “Why do you want to see those things?” I said, “Because you cannot raise money unless you have a certain image, and I want to see the image you are projecting.” (W. Crouch, personal interview, December 8, 2009)

Crouch’s first official visit to Georgetown College’s campus took place that evening around 10 p.m. While on his tour of campus he noticed that there was hardly any grass on the grounds of the college, there were no flowers anywhere on campus, and none of the buildings were painted the same. When they arrived at the football field there was no formal football stadium structure. They walked up the bleachers to see the president’s box, and Crouch discovered that the “box” was just a piece of plywood over a couple rows of the bleachers with eight folding chairs on it. Crouch was not impressed. The next stop was the president’s office, and the first thing Crouch noticed was a big hole in the carpet in the middle of the room. He asked why there was a hole in the carpet, and they told him that the college did not have a lot of money and the last thing the previous president wanted to do was spend money on his own office. Crouch cut the campus tour short and simply said, “I have seen enough” (W. Crouch, personal interview, December 8, 2009).

The next morning Crouch met with the search committee and said, “I have decided I will be your next president, *but*, you have got to give me \$400,000 the first day I arrive to do certain things. The first thing I am going to do is make the president’s office look first-class because I am going to be bringing donors in there and they do not give to ‘need’, they give to ‘success.’ I am also going to spend \$100,000 on flowers, and

I am going to put them all over campus because students do not want to go to a place that looks like it is run-down. Then we are going to paint the buildings.” The search committee was excited and asked Crouch where he was going to get the money. He said, “You do not understand. That is up to you. I am not signing the contract until there is \$400,000 in an account somewhere.” The chair of the committee called back in about two weeks and said they had the \$400,000 in the bank, and so Bill Crouch agreed to be the next president (W. Crouch, personal interview, December 8, 2009).

The Crouch Years

President William H. Crouch arrived on campus in June 1991 amid much anticipation and excitement. The trustees “unanimously and enthusiastically” confirmed Crouch as president, according to Robert Baker who was serving as the chairman of the board and director of the search committee (Lucke, 1991, June 14). Another trustee was quoted as saying “we are convinced and we have great faith that Dr. Bill Crouch is going to bring Georgetown College to new plateaus that we have only dreamed of in the past” (Lucke, 1991, June 14).

Crouch came to Georgetown with quite a reputation for making change, which was something the board of trustees wanted from their new president. Expectations were high, and Crouch wasted no time in getting started implementing his vision for the future of Georgetown College.

In the summer of 1991, Dr. Crouch met with the Georgetown College Board of Trustees for the first time. Prior to the meeting he prepared a list of fourteen goals he wanted to accomplish during his first year on the job. First, he said he wanted to modernize the physical plant and equipment. Second, he wanted to build the endowment

fund which would allow the college to offer more scholarships and attract the best students. Third, he promised to infuse the fiscal discipline the college needed to be financially stable. Fourth, he promised to improve faculty salaries in recognition of their contributions to the campus (Keller, 2004; Townsley, 2002, p. 186). Other “goals ranged from having a one-hour meeting with every faculty member to hiring an outside firm to evaluate each administrative office to helping the trustees ‘develop a new sense of direction’” (VanHoose, 1992, September 30). It was later reported in a *Lexington Herald-Leader* article that he accomplished all fourteen goals (VanHoose, 1992, September 30).

When President Crouch arrived on campus one of the first things he noticed was that the morale was quite low, especially among the students. Crouch remembers, “The students felt very neglected. They felt like they were in a police state, that the rules were too restrictive, and that no one cared about them. It was just a real downer. And the campus looked that way. The college was afraid it was going to go under. They played not to lose rather than to win.” (W. Crouch, personal interview, December 8, 2009). Seeing all this, President Crouch knew that changes had to be made immediately, and it was not long before changes were being noticed around campus.

The previous president, President Patterson, was not known as a student-friendly leader. According to President Crouch, he had installed barbed wire on top of the chain link fence around the president’s home to keep students out and there was no gate allowing students, or the president himself, to cut through the yard. The claim of barbed wire was not substantiated through other interviews (Anonymous, 2011; Fruge, 2011; Moody, 2011). Regardless, the first day President Crouch was on campus he had the

barbed wire taken down, had a gate installed, and left the gate open for the students to cut through his yard. A day later he had landscapers at his house working to spruce it up. By day three, the faculty were already not happy with their new president. “The faculty were writing letters to my office and the school newspaper for not investing in them first. And that is how we got started” (W. Crouch, personal interview, December 8, 2009). To this day improvements to the president’s home continue to be a source of contention among the faculty and staff (D. Moody, personal interview, March 2, 2011).

Leaders of any organization, especially presidents of colleges or universities, find it hard to make everyone happy. There are so many constituents competing for resources and attention that it seems no matter what you choose to focus on, someone is not going to be pleased with your approach. Although Crouch’s decision irritated some of the faculty, opening up his home and yard was a nice symbolic move to the campus community that he would be more open to everyone. President Lee T. Todd, Jr., who at one point served on the board at Georgetown and now serves as the president of the University of Kentucky also removed fences, bushes, and shrubbery around the president’s home when he arrived at UK. To this day President Todd still talks about how this showed everyone he was going to be much more open and available than his predecessors.

Shortly into Crouch’s tenure it became apparent that there were going to be challenges with personnel. When President Crouch was going through the interview process he made it very clear that he wanted to hire his own leadership team. “All the current vice presidents were in their 60s, and I was 39. They had all been here a long time. They were all wonderful human beings, but it just was not going to be my team”

(W. Crouch, personal interview, December 8, 2009). Shortly after Crouch started, he was approached by those older members of his cabinet who informed him that the previous president signed all of them to two-year contract extensions. Crouch was disappointed and knew he was stuck with a group of vice presidents that he did not want to be on his team. Then, Crouch admits, “I made a really bad decision” (W. Crouch, personal interview, December 8, 2009).

Because Crouch could not easily dismiss the current leadership team due to their contracts and threatened lawsuits, he came up with another way to hire new campus leaders and surround himself with people he wanted to work with. Knowing that there was no money to bring in an experienced team of his own, Crouch convinced three of his best friends to leave their jobs and come to Georgetown College and work for very little. These friends, mockingly referred to as “The Knoxville Gang” by former board members (F. Penn, personal interview, February 23, 2010), were promised that if they would work for very little in the short term, Crouch would reward them handsomely with substantial raises after the two-year contracts of the current administration expired. In the end, he had to terminate two of the three, which ultimately cost Crouch some of his dearest life-long friends. As a result of this “experiment” with Crouch’s friends, the Trustees got nervous and began to question his leadership and decision-making ability, and rightfully so. Some members of the board began calling for a vote on whether or not Crouch should remain president. It was a tenuous time, but in the end, Crouch was allowed to stay (W. Crouch, personal interview, December 8, 2009). This situation was the first real clash Crouch had with the board. Crouch readily admits he made a terrible decision. He never should have brought in his friends to work with him. Even if it did

turn out to be a powerful learning experience, this “rookie” decision almost cost him his job.

One of Crouch’s early priorities was to get to know the students better. He really wanted them to see him as a real-life person (VanHoose, 1992, September 30). He actively helped with move-in in the fall even though it was harder than he anticipated. “Physically, it just about killed me,” he remembers. “But that taught me something. To be an effective college administrator, you need to look at how a college student looks at things” (VanHoose, 1992, September 30).

In his first year Crouch made time in his schedule to spend an evening in every residence hall with the students. He would usually show up around 10 p.m. and not leave until after 1 a.m. He allocated \$150 to each dormitory to purchase food and treats for his visit. While there he would play pool and ping pong or just visit with the students. He would tell personal stories, helping him reach the students and build strong relationships with them. During one visit he helped a student by sharing the story of his first marriage dissolving. His openness touched a student whose parents were going through a divorce (VanHoose, 1992, September 30). Among the many constituencies at a college or university, the students are typically the easiest to win over and so Crouch was smart to start with them.

Shortly after arriving on campus President Crouch launched the President’s Ambassadors Program, a new initiative which helped earn the favor of some students. Through this program, 22 exemplary junior and senior students are given the opportunity to be more involved in the development and promotion of Georgetown College. This program was created to provide these outstanding students with additional leadership

training opportunities. The Ambassadors give campus tours, host distinguished college guests, and speak at alumni, community, and church functions. As part of their involvement, these lucky students are invited to participate in an international spring break tour hosted by the president (President's Annual Report, 1991-1992, p. 11). Although this was one of Crouch's favorite programs and was well-liked among the student participants, it was not very popular among the faculty and staff, as will be discussed in Chapter 4. In short, the staff were upset by the program because Crouch always seemed to be encouraging employees to cut costs but would then go on a fancy trip with the students (Früge, 2011). The faculty didn't like the program because there was a year or two that Crouch took the students on their trip during a week other than spring break and they were not happy with Crouch placing more value on the trip than time in the classroom (Apple, 2010).

At the start of the spring semester in 1992, President Crouch reinstated the tradition of Founder's Day, a day to celebrate the rich historical traditions and to honor outstanding alumni and friends of the College (Georgetonian, 2002, January 30). This day is designated as the time when alumni of the college are inducted into the Hall of Fame and recipients of the Alumni Achievement Award are announced (President's Annual Report, 1991-1992, p. 14). Crouch believed that creating the Hall of Fame and placing its induction during a prominent occasion on campus would inspire current students by telling the stories of those who came before them (Insights, Spring 1994, p. 14). As much as Crouch was honoring these alumni, he was also building a base of future donors. Many colleges and universities honor potential donors as a way to build good will with them and connect them more strongly to the institution. This was Crouch's

motive behind the restoration of Founder's Day. Likewise, a review of alumni newsletters from the past two decades reveals a pattern of wealthy alumni being profiled one month and being recognized for a gift to the College a few issues later.

On Thursday, October 1, 1992 at 10 a.m., a little over a year after President Crouch took office, his official inauguration took place. The day consisted of a breakfast in the president's home, inaugural ceremonies on the front lawn with a luncheon afterward, a vesper service at Georgetown Baptist Church, an inaugural convocation, and an evening reception at the president's home (Staff, 1992, October 1). President Crouch used his inauguration to symbolically reach out to the many important constituencies who take an interest in the college. He spent time with the Board of Trustees in the morning, the faculty, staff, and students in the afternoon, the local Baptist and community leaders in the evening, and notable college supporters that night.

In 1993, Dr. Crouch expanded his influence beyond the campus and started an initiative called the President's Mentoring Program (sometimes referred to as the Presidential Mentorship Program). This program became one of his favorites on campus. Each year he selected ten outstanding high school juniors from nearby Scott County High School. These students met monthly with President Crouch, and he helped develop their leadership skills "by exposing them to public speaking, learning proper etiquette for dining at fancy restaurants and attending the ballet" (VanHoose, 1992, September 30). These ten students also received a partial scholarship to attend Georgetown College should they choose to matriculate. This program was funded by a \$25,000 gift from the 3M Foundation's VISION program (Insights, Spring 1993, p. 6). Crouch's commitment to the program stemmed from his confidence "that investing my time with high school

students will yield immediate and long-term benefits for the students, the college, and our community” (VanHoose, 1992, September 30). College records do not reveal what specifically took place at President’s Mentoring Program meetings and trainings. Crouch’s underlying purpose for starting the program, however, appears to be less on developing leaders and more on recruiting prospective students from the local community.

One of the more important changes to campus during Crouch’s tenure began in 1993 with the formation of the Georgetown College Foundation with Bob Wilson serving as the first chair. “The purpose of the Foundation was to act as a supporting organization for Georgetown College; to hold, invest, and administer endowment and similar funds for the benefit of Georgetown College; to solicit, collect, and receive gifts, bequests, devises or grants of real or personal property for the benefit of Georgetown College” (501(c)(3) Financial documents submitted in 2004). Creating the Georgetown College Foundation was essential because at the time of its formation, influential and wealthy alumni and supporters of the College who did not live in Kentucky or who were not Baptist could not serve on the Board of Trustees. To circumvent this policy and to capture the support and financial contributions of this important group, the College created the Foundation as a way to allow them to serve campus.

The importance of the formation of the Foundation at this time in the College’s history cannot be stated strongly enough. The college needed money and support and was not able to use the existing Board of Trustees structure to accomplish this. It was through the Foundation that Crouch formed relationships with many of the most influential donors and supporters of the institution. Crouch could not draw them in via

the Board, so he had to come up with another way. This was a brilliant move on the part of President Crouch and may have saved the institution because of the Foundation Board's crucial financial support over the next decade. The Foundation was disbanded after Georgetown separated from the Kentucky Baptist Convention and there was no longer a need for it (Fruge, 2011).

In addition to creating the Foundation as a strategy to increase financial support for the College, President Crouch and Georgetown College announced a \$1 million annual fund challenge in 1993. The president provided some added incentive to meet the challenge. He agreed to shave his head if the alumni met the goal. The College fell just short of the financial target, and Crouch kept his hair (Insights, Winter 1993, p. 3). Although the campus did not reach this goal through their annual giving program, there was cause for celebration. During this time the college received its single largest unrestricted gift in the history of the institution. The Geoffrey C. Hughes Foundation of New York gave Georgetown College \$1 million (Insights, Spring 1994, p. 6). For many institutions, a \$1 million gift would not mean a whole lot in the big picture. For a struggling small college like Georgetown, the Hughes Foundation gift was tremendously helpful, especially because it was unrestricted and could be used for the school's greatest need.

Crouch's offer to shave his head as a motivational ploy for this fundraising campaign demonstrates his commitment to and excitement about fundraising. It also shows that Crouch is willing to do just about anything to create some buzz for a campus initiative.

Throughout most of 1994 President Crouch led the faculty, staff, and students through the process of formulating and writing a new vision statement for the College. This exercise was a very important collaborative step as the leader of Georgetown College. After months of dialogue with the campus community, the following statement was created, “Georgetown College... an innovative community of scholars developing scholars committed to our heritage of Christian discernment” (Fact Book, 1998-1999, pp. 1-2). It is interesting to note that four years later, in 1998, the word “ethical” was added to further specify and reinforce the type of scholars the institution hopes to develop. The current vision statement reads today as, “Georgetown College... an innovative community of scholars developing *ethical* scholars committed to our heritage of Christian discernment.”

This exercise of bringing the campus together to collaboratively create a vision statement was a very smart move by President Crouch. Most presidents would work with their cabinet to write a vision statement, excluding other interested parties. This activity was helpful in building buy-in from all constituents and showed Crouch’s commitment to group decision-making.

In September 1994 President Crouch partnered with Toyota to bring professional golf legend Chi Chi Rodriguez, who Toyota sponsored at the time, to campus and awarded him with an honorary doctorate degree for his work in the Hispanic community. The Chi Chi Rodriguez Scholarship Program was also established during his visit with the goal of attracting gifted Hispanic students to Georgetown College (Insights, Winter 1995, pp. 27-29). Crouch excels at creating initiatives like these that bring attention to Georgetown College and in this particular instance help improve the perception of

diversity on campus. Some critics would characterize these types of moves as being contrived and insincere. Others would praise Crouch for being a brilliant marketer.

In the fall of 1994, Georgetown College received some good news from the national publisher of the *U.S. News & World Report's* college rankings. Georgetown was not actually ranked, but the magazine did make mention of the College's change in status from a regional school to a national liberal arts college. This change in status placed Georgetown College among the top 164 private liberal arts colleges in the country and in the same category as Centre College, Transylvania University, and Berea College, its in-state competitors. This designation was good enough for President Crouch at the time. He said in an interview with the *Lexington Herald-Leader*, "There is an enormous sense of pride on campus. Students are saying their diplomas are worth more. Our alumni are happy. The important thing is that we are on that list, not whether we are 10th or 15th or 20th" (Muhs, 1994, October 3). Crouch stated in an alumni newsletter that "the significance of this national recognition cannot be overestimated. It brings tremendous opportunities for Georgetown College, and with those opportunities the obligation to strategically chart our course in ways that will ensure without question our continued commitment to academic quality and excellence" (Insights, Winter 1995, pp. 3-5).

Conversations, interviews, reports, and newspaper articles reveal the focus Crouch places on national rankings. Even though he admitted that the rankings are subjective and semi-accurate at best, he still talked a lot about national magazine rankings and used them as the impetus for employing other changes. Often he would sell proposed changes, such as building a new library or increasing diversity, as being important in order to boost Georgetown College's national rankings.

In 1995 President Crouch announced that classes would no longer be held on Good Friday to symbolize the College's commitment to its Christian heritage (Insights, Spring 1995, p. 5). This academic holiday continues to this day; Georgetown College students do not have class on the Friday before Easter as they join the Christian faith in celebrating the death and crucifixion of Jesus Christ. This change in the academic calendar benefited Crouch in two ways. First, it was a symbolic move to show the campus' commitment to its Christian foundation. Second, it gained favor with the students as it extended their Easter break. This is a perfect example of how Crouch would take advantage of an easy win, or low-hanging fruit as they say, to improve relations with students and symbolically demonstrate Georgetown's commitment to their Christian foundation.

In the summer of 1995 two important and significant events happened for the College. For the first time ever, two people from outside of Kentucky were named to the Board of Trustees. Dr. T. Vaughn Walker was also named to the board at that same time; he was the first African-American to ever serve in this capacity (Insights, Summer 1995, p. 12). Walker's nomination to the board, the Chi Chi Rodriguez Scholarship, and several other initiatives were early demonstrations of Crouch's commitment to diversity. Even Crouch's harshest critics praise him for his commitment to diversity. These events were important in broadening the reach of the College to underrepresented populations and audiences who may not have previously been familiar with the institution.

President Crouch has always been committed to giving back to the local Georgetown community. In 1996 he was recognized for his efforts when he received the Scott County Good Citizen of the Year award from the Captain John Scott Chapter of the

Sons of the American Revolution. In the years leading up to this recognition he served on the boards of the Scott County Education Foundation, Scott County United Way, the Advisory Council on Gifted and Talented Education, Scott County General Hospital board, the United Way of the Bluegrass, Hospice of the Bluegrass, the Louisville Orchestra, and the National Association of Intercollegiate Athletics Council of Presidents (Stafford, 1996, February 28). Similarly, in 1997 Dr. Crouch was honored by the Georgetown/Scott County Chamber of Commerce as the Citizen of the Year for his contributions to the community (VanHoose, 1997, June 18). Chamber President Butch Glass praised President Crouch by stating that “In just a few short years, Dr. Crouch has put Georgetown College on the map, bringing recognition to Georgetown and Scott County as well” (Insights, Summer 1997, p. 21).

In conversations with people around campus, both employees and students, some question Crouch’s intentions and sincerity when he interacts with different constituency groups. Whether or not Crouch is sincere can be left to people’s own opinions. Regardless, Crouch knows that building relationships with the community is important to the College and his work and so that is what he does.

The biggest event of 1996 was the announcement that the Cincinnati Bengals would be moving their Spring Training Camp to Georgetown College. Crouch felt strongly that this move would be beneficial to the College and local community, and he invested a great deal in convincing the Bengals that it was the right move for them. There are still those in the college community who debate the benefits the College has received from the relationship with the Bengals.

The process started when President Crouch received a phone call from an alumna of the College, the daughter of one of the owners of the Cincinnati Bengals. She informed Crouch that an RFP was being put out for a new training camp location and encouraged her alma mater to submit a proposal. Crouch did, and shortly thereafter Head Coach Dave Shula and the Bengals president came to campus and spent some time with Crouch to further investigate the plausibility of working together. After a short visit, they thanked President Crouch for his time but informed him that Georgetown College's facilities would not meet their needs. Crouch would not accept "no" from them. He tells the story about chasing the men down not long after they left his office. He had a great idea.

And then it hit me that we have this 52-acre farm three blocks from here with tobacco on it that we were getting a tobacco allotment off. I asked them if they would follow me out to this farm on their way out of town. We drove out there. I got in their 4-wheel drive vehicle, and we drove out into the middle of this tobacco field and I said, "If you will come, we will build the best NFL training camp in America right here." They said, "We have got to have it in 11 months." I said, "We will do it." I had not talked to any of the trustees about it. (W. Crouch, personal interview, March 4, 2010)

In signing this seven-year agreement with the Bengals, Georgetown College committed to build a new athletic complex. This complex consisted of a 128-bed dormitory complex, a conference center with cafeteria, 4 guest townhouses, a new 5,000-seat football stadium, and two practice fields (Stepp, 1997, July 13).

Crouch's original plan involved partnering with several community groups to jointly share the cost of the new football stadium. He successfully convinced the city council and county government to each cover a fourth of the cost. He then went to the school district and told them if they would pay a fourth of the cost they could use the field for high school games. Finally, Crouch knew that the income from the Bengals

would pay for Georgetown College's fourth of the debt service (W. Crouch, personal interview, March 4, 2010). "It was Crouch's commitment to the community that was the reason the city of Georgetown was willing to help build the college stadium" said Mayor Warren Powers (Stepp, 1997, March 16).

The project began, but construction soon hit a roadblock. Halfway through the project, a local farmer filed a lawsuit because he did not want his taxes helping a religious institution. He was successful in getting an injunction placed against the project and the construction stopped. This act forced President Crouch and the Board of Trustees into a series of tough decisions because of the tight timeline for completing the project. Crouch met with the college's attorneys who advised him of two options. One, they could fight the injunction, which the legal counsel thought they had a good chance at winning but warned that it would be a two year battle in court. The second option was to forgo the community partners and build the football stadium themselves. Crouch reported that "Our board voted to pay for it on our own. So, we borrowed \$16 million from the bank" (W. Crouch, personal interview, March 4, 2010). Crouch defended his decision saying, "the community would have lost more if the Bengals pulled the camp out of Georgetown" (Stepp, 1997, March 16). It is interesting how he states that this was for the community. Clearly the College stood to benefit from this relationship as well.

Different constituent groups debate the value of the College's partnership with the Bengals. Some alumni and faculty members have questioned whether or not this partnership was beneficial. According to Crouch, it has been.

It turned out to be great... And then the good started to happen. The alumni pride started to rise. Our male to female ratio became more 50%-50% (before it was about 65% female-35% male) because guys cared that the Cincinnati Bengals were on campus. It created a whole new revenue stream. It got us a new athletic

complex that we never would have had. It has allowed the college to grow. It has raised our level of recognition. It has done a lot of good for us. Some of the benefits were unexpected, but some of it I knew would happen. (W. Crouch, personal interview, March 4, 2010)

At the conclusion of the building project the *Lexington Herald-Leader* interviewed Crouch. During that interview he said, “One of my priorities when I came here was to oversee the development of a new athletic complex to replace our outdated facilities. This complex marks one of the most exciting and rewarding projects undertaken during my tenure” (Insights, Summer 1997, p. 2).

It has been successful in Crouch’s eyes because it accomplished his goal of making a big splash and bringing notoriety to the school. It was also responsible for increasing the diversity on campus as well as the male enrollment because these particular students were excited about having the Cincinnati Bengals spring training camp held on their campus. It was also helpful because it provided the campus with additional residences for students during the school year. However, it has not made much money for the school (Moody, 2010). In fact, it has lost money for many years, and the financial burden it brings to campus was one of the main causes of concern during Georgetown College’s last review for accreditation by the Southern Association of Colleges and Schools (SACS), the organization responsible to granting accreditation to the school.

The more interesting back-story about the partnership between Georgetown College and the Bengals is that Crouch made the decision on his own without the support and blessing of the Board of Trustees. In the end he was successful in selling the board on approving the agreement, but he had already committed to the Bengals that Georgetown would be their partner.

The new athletic complex was not the only construction going on around campus at that time. In fall 1996, the Anne Wright Wilson Fine Arts Building opened. This new building houses one of the largest art galleries in Central Kentucky, enabling the college to host world-class exhibits. This building is named after the wife of the Foundation Board Chair, Bob Wilson, based on a financial gift he gave to the College. This new building was a wonderful new facility for the students and faculty in the art department. Had Crouch not formed the Foundation and formed a relationship with Wilson through the process, this gift, and the building, may not have been possible.

A unique opportunity came along in 1997 when the college's radio station (Georgetown College Public Radio, WRVG, 89.9 FM) was given the opportunity to increase its signal from 40 watts to 50,000 watts (Insights, Summer 1998, pp. 2-4). This expensive venture was taken on with the hopes that a stronger signal would expose more potential students to Georgetown College. This change "will enhance the college's exposure in the area where we draw the majority of our students," Crouch said (Stepp, 1997, February 1).

According to financial documents included in the SACS reports, the radio station never made any money for the school. This financial drain on the campus of well over \$1 million was one of the main reasons for the SACS warning (SACS Report of the Reaffirmation Committee, April 14-17, 2002). Unfortunately, the radio station was short-lived (1998 – 2000), and the College eventually had to sell off the license to help pay for some debt (Moody, 2010).

The focus on growing the radio station is another example of Crouch trying to make a splash, doing anything to help increase the notoriety of the school. A successful

liberal arts institution does not need to have a 50,000-watt radio station to be considered great. Crouch's interest in raising the profile of the College has occasionally gotten him sidetracked from the core mission of the school when opportunities like these arise at the margins.

In 1998, after two years of construction and anticipation, the Anna Ashcraft Ensor Learning Resource Center (the campus library) was completed. This new state-of-the-art library was the jewel of campus buildings and brought much excitement to the College. According to President Crouch, the school had been talking about a new library for many years. The project took on an added urgency after Georgetown College was reclassified by *US News & World Report* as a national liberal arts college. Crouch was quoted as saying, "A key symbol of academic stability on any campus is the size and magnitude of its library. We had a functional need for a library, but we also had a symbolic need to show we are as good as we say we are" (Muhs, 1995, February 19). A new library was also needed to get Georgetown College closer to receiving Phi Beta Kappa status. The construction of the new library did not come without criticism. Former faculty member Lindsey Apple condemned the administration for being extravagant in building the library during tight financial times. "The library is a beautiful building, but do you really need cherry bookshelves? It seems like an inappropriate use of funds to me" (L. Apple, personal interview, May 28, 2010).

In the fall of 1998, Jim Klotter, the Kentucky state historian and director of the Kentucky Historical Society, joined the faculty at Georgetown College as a professor of history. Klotter is widely considered to be the foremost living authority on Kentucky history. His hire signaled the College's interest in hiring faculty of repute. Crouch felt it

important to raise faculty salaries and to pursue professors from places like Yale, Harvard, Cal-Berkley, Virginia, North Carolina-Chapel Hill, and Texas (Jester, 1998, May 7). A review of faculty profiles in fall 2010 shows that Crouch has been successful in his quest to hire a more diverse faculty from institutions all around the United States (see Chapter 4 and Appendix I).

Klotter's hire is noteworthy not only because of the name recognition he brought with him to Georgetown College, but also because his real desire was to work for the University of Kentucky. Despite his interest in the state's flagship university down the road from Georgetown, the reason he ended up at the small liberal arts college was Crouch. Crouch pursued Klotter, made him feel wanted on campus, gave him the flexibility to explore his research interests, and sold him on the idea of joining their faculty (J. Klotter, personal interview, April 1, 2010).

As part of his continued efforts to raise the profile of the College, in 1999 President Crouch established an international partnership with Regent's Park College, a member institution of Oxford University (Insights, Spring 1998, p. 11). Linking them to one of the oldest and most reputable universities in the world, this partnership provides Georgetown College with an international presence and prestige. This arrangement provides students and faculty with the opportunity to travel to Oxford, England and attend school for an academic semester or year. The first five students to participate in this program traveled to Regent's Park College in the fall of 1999. Most involved with the College agree that this partnership was a very nice addition to the educational offering of Georgetown. This was a valuable change that President Crouch was responsible for

and should be given lots of credit. In 2004 Crouch was name to Regent's Park's Board of Governors (Georgetownian, 2004, December 8).

In the fall of 2000, Georgetown College and President Crouch announced a \$96 million capital campaign (Insights, Fall 2000, p. 17). At the kick-off, Bob Wilson, who was asked to serve as the co-chair of the capital campaign effort, announced that he would be giving a \$3 million gift. "It's not about paying back. It's about investing in the future," he said (Georgetownian, 2000, October 18, p. 1). The purpose of the campaign was to support the College's quest to become only the third college in Kentucky to have a chapter of Phi Beta Kappa (Centre College and University of Kentucky are the two others) (Georgetownian, 2000, October 11). The poor financial standing of the institution was one of the main roadblocks holding Georgetown back from achieving this goal. In a *Lexington Herald-Leader* article Crouch said, "We are here staking our place in the future, saying to you students and to all who will come, that this institution will meet the highest academic standards known in higher education" (Kocher, 2000, October 13). Georgetown had previously applied for Phi Beta Kappa recognition in 1989, two years before Crouch was hired. The College was rejected at that time because of their poor financial standing, inadequate library space and shortfall in the number of library holdings, low entrance scores for incoming students, and a perceived focus on vocational training rather than liberal arts subject areas. Achieving Phi Beta Kappa status remained a focus of President Crouch; the College still has not been accepted to this day. Many of Crouch's decisions for the College have been with the goal of achieving Phi Beta Kappa status in mind. However, the outcome has been a series of random, sometimes

unconnected, decisions chasing this goal rather than a focus on moving the institution forward from a more holistic perspective.

In late 2000 the College started the Martha Layne Collins Center for Commerce, Language, and Culture, an academic program designed to help students become international business leaders who are “also comfortable with foreign culture and foreign language: (Georgetonian, 2001, February 7, p. 1). “The program will put business and economics, foreign languages, and the humanities into a side-by-side, integrated curriculum,” said President Crouch (Kocher, 2000, November 21). However, the real splash in this announcement was the naming of the academic program for former Kentucky Governor Martha Layne Collins who served in office from 1983 to 1987. She was the first and only female governor for the state of Kentucky. The College hired Governor Collins as an Executive Scholar in Residence in 1998 to enhance and promote this program and announced plans to build a 42,000-square-foot academic building to house it. That building was never built due to a post-9/11 fundraising slump (W. Crouch, personal interview, April 30, 2010).

Like the Chi Chi Rodriguez Scholarship Program, the Martha Layne Collins program is a good example of how President Crouch has succeeded in creating partnerships to bring recognition and attention to the College. By design, this initiative should have been an incredible interdisciplinary academic program. However, in the end very few students have chosen this major and it has never really found traction on campus. Now the College is stuck paying Governor Collin’s salary while the program has failed to generate additional income by attracting new students to the campus.

In 2000 Georgetown College signed an agreement with the University of Kentucky's Martin School of Public Policy. This arrangement allows Georgetown seniors to begin graduate school in the last year of their undergraduate work (Insights, Winter 2000, p. 7). Two years later the College signed a similar agreement with the University of Kentucky's Patterson School of Diplomacy and International Commerce (Insights, Summer 2002, p. 6; Georgetonian, 2002, April 24). These agreements were signed in hopes that they would entice students to attend Georgetown College who were also considering one of these graduate programs at the University of Kentucky. In 2001 a similar partnership was signed with Kentucky Community and Technical College System (KCTCS) allowing their students to transfer to Georgetown College so they can study at Regent's Park College. They call this partnership the British Experience in Learning and Living (Georgetonian, 2001, April 18).

In April 2002 Georgetown College completed its 10-year accreditation review by the Southern Association of Colleges and Schools (SACS). The SACS report stated that they were concerned about the short-term and long-term financial strength of the institution (SACS Report of the Reaffirmation Committee, April 14-17, 2002; Georgetonian, 2002, April 24). Crouch blamed Georgetown's financial difficulties on the same post-9/11 stock market crash when the school's endowment dropped to \$21 million from a high of \$32 million (Ward, 2005, January 28). As a result, SACS requested several follow-up monitoring reports over the next few years to verify proof of financial progress, stability, and surpluses (SACS letter, January 10, 2003). This setback was a trying few years for President Crouch and forced him to redirect much of his time to crisis management among various constituent groups. He had to convince everyone that

the school was going to survive and eventually flourish (W. Crouch, personal interview, April 30, 2010).

Late in 2004, after a couple of years of showing progress toward financial stability, Georgetown College was placed on probation for good cause by the SACS accrediting organization. “Probation for good cause” is actually a positive term by SACS meaning that there is good reason to believe the college is making progress. The commission also ordered a special committee visit to campus to review compliance. There were two main reasons listed in the report for the committee visit: to follow up on what appeared to be failure to repay \$6.5 million that was borrowed from the endowment and to investigate campus buildings after a report concluded that there were not enough funds available for necessary deferred maintenance (SACS letter, January 6, 2005). “The first issue was cleared up quite easily,” said Garvel Kindrick, Vice President for Enrollment, “because we had never borrowed from the endowment. We had borrowed from what we called quasi-endowment or surplus gains, but we had never borrowed from the corpus of the endowment as the letter implied” (G. Kindrick, email communication, November 1, 2010). Georgetown was able to clear up this miscommunication by renaming to their quasi-endowment fund as ‘unrestricted reserves’ moving forward. SACS still felt that replenishing these reserves would be prudent and so the College presented a plan tied to their capital campaign to do so. The second charge of not having enough funds set aside for needed maintenance was made by someone in the SACS office who looked at an audit and made a judgment without ever visiting campus. It is interesting to note that this recommendation did not show up until 2005, nearly three

years after the initial report for reaffirmation was submitted (SACS letter, January 6, 2005).

In the fall of 2005 the SACS team arrived on campus for a three-day visit. Georgetown College was told that the committee would review the financial documents and confirm the report of needed deferred maintenance. When Georgetown College administrators asked SACS what they would be looking for from a maintenance standpoint, they were told that the SACS team would be looking for broken and boarded up windows, vacant buildings, and other maintenance needs. Garvel Kindrick, Vice President for Enrollment, remembers the SACS visit very well. He said, “When the special team arrived in the fall of 2005 they immediately cut their visit time in half once they saw the campus and did not discover any situations this large as to deferred maintenance” (G. Kindrick, email communication, November 1, 2010). After the SACS committee visited campus in September 2005, they officially lifted the probation in December (SACS letter, January 5, 2006).

It is interesting to note that even though there were quite a few articles in the school newspaper as well as campus-wide emails from the president the students were very disinterested and not concerned with the SACS accreditation status. The *Georgetonian* reported about an informational session that was held by administrators and had a total of zero students attend (2005, February 9).

Notwithstanding the SACS setbacks that began in the summer of 2002, it was announced by the school that Georgetown College had risen for the seventh consecutive year in the *US News & World Report* rankings (*Georgetonian*, 2001, September 19). Their latest move bumped them into the 3rd Tier with a ranking between 115 and 162

(Insights, Summer 2002, p. 11). This gesture signaled to the campus community that the College was still heading in the right direction.

In February 2003, Georgetown College officially opened a new 23,500-square-foot student recreation center. While President Crouch promoted the need for faculty, staff, and students having a place to exercise, some critics said the real reason was that the basketball coach wanted more gym space to free up time for his team to practice. Others said the facility was needed in order to sell students on the campus when giving tours, to keep up with other schools, and simply because the old gym was very old and outdated. Regardless of the motives, the recreation center was built and the campus has enjoyed having it. During the opening ceremony Crouch said, “It is important for the campus community to have a place to get a leg up on a lifetime of fitness and wellness” (Staff, 2003, February 12). The \$2.2 million project was barely completed before fundraising really started to slow. Five years later, on September 19, 2008, Georgetown College hosted a special visitor on campus as a result of the new student recreation center. Former United States President George H.W. Bush came to campus to be present when the College named their Fitness & Recreation Center in his honor. President Bush connected with President Crouch through his role as the honorary chairman of The First Tee. The First Tee is a national program that teaches values, morals, honesty, ethics, and hard work through the game of golf. President Crouch currently serves on The First Tee’s national board of directors. While President Bush has no strong ties to Georgetown College, Crouch was able to capitalize on their personal relationship to bring national attention to campus.

A soft economy and looming war in the Middle East made 2003 a tough year for the College and continued to slow fundraising efforts even more. As a result, Georgetown College announced that it needed to cut about \$2.5 million from the 2003-04 operating budget and would be eliminating positions. Crouch sent an email across campus informing employees and students that there would be a travel freeze, no more purchases of new equipment, and that all expenses had to be approved by the executive cabinet (Georgetownian, 2003, February 5). In 2003, the college's operating budget was around \$36 million, so a \$2.5 million cut amounted to about seven percent. Speaking about the budget cuts, President Crouch told a *Lexington Herald-Leader* reporter that "our goal in this process is to achieve these cuts without adversely affecting the educational experiences of our students. Having said that, these cuts are going to hurt the college community, because they will result in positions being eliminated" (Staff, 2003, February 15). Crouch also wrote a similar letter to the students that was published in the campus newspaper (Georgetownian, 2003, February 26, p. 3). In the end, 12 employees were laid off from their jobs and 23 unfilled positions were eliminated. President Crouch felt personally responsible for those affected by the budget cuts and therefore took a 15% pay cut himself and reduced five other vice presidents' salaries by 10% (Lannen, 2003, June 28). As an interesting side-note, some have said that Crouch's 15% cut actually came after he received a 10% raise just a few months earlier, which means his actual pay cut was only five percent (Anonymous, personal interview, March 7, 2011).

Crouch's handling of this challenging and delicate situation was entirely appropriate. He committed publicly to the academic mission of the institution. He and his cabinet took a significant pay-cut. Compare and contrast this decision to President

Lee T. Todd, Jr., who accepted a significant bonus of around \$150,000 during a time when faculty and staff at the University of Kentucky have gone without raises for a period of three years. Crouch's decision to take a pay cut was the right one and sent a symbolic message to all of campus that he too would feel the consequences of a challenging financial time.

Another exciting partnership began in 2003 when Georgetown College and The First Tee golf foundation created The First Tee Scholars Program. The First Tee Scholars Program, affiliated with The First Tee and the World Golf Foundation, rewards participants with college scholarships (Insights, Spring 2004, p. 2). Georgetown College was chosen to launch this program because President Crouch, who serves on The First Tee's national board of Trustees, spoke to the young members at a national convention in 2001 and committed to providing two scholarships to First Tee participants. Crouch felt the program could be a tool to recruit more minorities to Georgetown. "This has become the best program I have seen to recruit diversity," Crouch said (Lannen, 2004, April 21). In the fall of 2003, the first cohort of First Tee Scholars began to enroll in colleges and universities. As of 2010, there are 19 colleges and universities who provide scholarships through The First Tee Scholars Program.

In 2004, Georgetown College partnered with the Kentucky Horse Park to create the Equine Scholars Program (Insights, Fall 2004, p. 8). This partnership is not an academic degree program; rather, it is a co-curricular opportunity designed to provide students interested in working in the equine field with practical experience and internships. All students who are accepted into this program receive a small scholarship (around \$1,000 a year) as a way of enticing them to enroll on campus. This program

generally attracts out-of-state students who come from wealthy families and are able to pay full tuition and bring additional revenue to the College. An article in the school newspaper said that the program has attracted students from as far away as Alaska and Florida (Georgetownian, 2006, April 19).

The Equine Scholars Program illustrates Crouch's ability to think outside of the box and beyond the normal liberal arts curriculum to come up with ways to attract different types of students and generate additional funding streams for the College. This program distinguishes Georgetown from many of its competitors and appeals to a desirable, and often wealthy, demographic. Crouch's unconventional approach to the curriculum is not without flaw as some faculty, and even SACS, may not agree with moving away from the liberal arts focus.

In August 2005, Georgetown College administrators met with prominent African-American Baptist preachers and formed a partnership to officially adopt all alumni of Bishop College, a small historically black college based in Dallas, Texas that shut its doors in 1988 due to financial failure. This partnership was created for a number of reasons. First, it was a way for the College to tap into a new pool of potential donors. Second, it was a wonderful way to increase the diversity on campus. Third, it was something Crouch felt was just the right thing to do. "For Georgetown College, reaching out makes sense," Crouch said in an interview. "We want to open our arms wider. We want to have fellowship and learn from a wider range of people. This becomes an opportunity for us to relate to a segment of Baptists that we have never really thought very seriously about" (Lockwood, 2005, August 2).

As mentioned above, it is also a way to increase the diversity of campus. In 2005, the College had 1,300 undergraduates and just over 20 of them were African-American (roughly 4.6 percent). Around this time Crouch announced his goal to increase that number to about 20%. In an interview with the local newspaper, Crouch talked about why this was so important to him. He said, “I told my father as a small child, one day I want to make a difference in the world regarding race, and this could be the fulfillment of that. This is what I have been waiting my whole life for” (Lockwood, 2005, August 2).

A few years later, in fall 2007, the first round of Bishop Scholars enrolled at Georgetown College. The Bishop Scholars are students whose parents or grandparents graduated from Bishop College before it closed down. They receive a legacy scholarship and get to carry the Bishop College tradition forward while attending Georgetown. These five African-American students received full scholarships (Insights, Fall 2007, pp. 2-3). Since its inception, approximately one dozen students who are somehow affiliated with Bishop College have enrolled at Georgetown College on scholarship. Visitors to the campus bookstore can even purchase Bishop College apparel.

The partnership between Georgetown and Bishop College was a great move by President Crouch. This strategic change on campus will pay big dividends in the years to come as it increases diversity and exposes the rest of the student body to other unique ways of life. In addition to benefiting from increased diversity on campus, another driving factor for partnering with Bishop College was to increase the likelihood of achieving Phi Beta Kappa status. Former board member Frank Penn said “Regardless [of whether or not Phi Beta Kappa was the real motivation], Georgetown College is a better

place because of the diversity from the Bishop College partnership” (F. Penn, personal interview, February 23, 2010).

One of the changes that President Crouch will be most remembered for is the separation of Georgetown College from the Kentucky Baptist Convention. In a memorandum of understanding signed on October 17, 2005, the College was given the freedom to govern itself and select its own Board of Trustees members. In return, Georgetown College committed to maintaining its Baptist character. Although its Board of Trustees could now include non-Baptists, the College agreed that at least three-quarters of its board members would be active members of the Baptist church (Georgetownian, 2005, November 16).

Some students were a bit wary of the new proposed partnership and the effects it might have on their college experience. Other students were excited. “I’m really excited because this move will create more open-minded and diverse attitudes,” the student body president said. “I totally support what the school is doing and I truly believe this is a step in the right direction” (Georgetownian, 2005, November 2).

The conversations and movement toward separating from the Kentucky Baptist Convention began as early as 2000 when one of Crouch’s recommendations for the Board was denied and members of the convention began migrating toward a more conservative agenda (Moody, 2010). This shift worried President Crouch as well as members of the Board of Trustees, since the state convention appoints Georgetown College’s trustees. Crouch’s fear was that the trustees and faculty would be forced to be conservative Baptists and have to sign a “statement of faith” (Jester, 2000, December 3). Although fundraising and board member selection were sold as driving factors for the

separation, a significant underlying issue was academic freedom. Jim Newberry, who served as the College's attorney through this process, said, "There is no question in my mind but that [academic freedom] was the driving issue. Money was very secondary. Unquestionably, the driving force was whether or not the academic freedom that an institution needs to have in order to prosper could be accommodated" (J. Newberry, personal interview, May 25, 2010).

The former covenant agreement prevented non-Baptist alumni from serving on the Board of Trustees. Many of Georgetown College's wealthiest and most successful alumni were not Baptist and therefore ineligible to serve on the board. Even former board member Dr. Robert Baker, who was serving at the time, saw the need for a change. He stated that "it became evident that with the way the Kentucky Baptist Convention was structured, it was holding back Georgetown College financially and otherwise" (R. Baker, personal interview, March 8, 2010).

For many years the Kentucky Baptist Convention gave Georgetown College an annual unrestricted gift of \$1.3 million, which the college used for scholarships for Kentucky Baptist students. Disaffiliating with the convention would mean forfeiting this annual gift which was vital to the financial stability of the college. President Crouch was willing to take this risk and was confident by separating from the convention the College could raise enough new monies to make up for the lost convention support. After the separation, an agreement was made that the convention would phase out its annual contribution to the school over a four-year period. Despite the financial loss, the College gained the freedom to become self-governing and select their own Board of Trustees members. Separating from the Kentucky Baptist Convention was not unique to

Georgetown College. Nationwide more than a dozen Baptist colleges and universities like Wake Forest, Fuhrman, and Mercer have moved in this same direction since conservatives gained control of the Southern Baptist Convention in the 1980s.

Separating from the Kentucky Baptist Convention was a controversial move, and everyone seems to have an opinion as to the driving force behind the separation.

According to former Trustees members it was one that needed to happen to take Georgetown College to the next level (R. Baker, personal interview, March 8, 2010; F. Penn, personal interview, February 23, 2010; S. Watson, personal interview, February 1, 2010). The attorneys said it was for academic freedom issues. Crouch said it was because the Baptists were becoming too conservative. A former administrator said the academic freedom rhetoric was just a smokescreen and that the true reason was because of the financial status of the college (E. Fruge, personal interview, February 25, 2011). In fact, Fruge went on to say that Crouch and the College actually had very little to do with the separation and that the Convention was happy to let the College go because they did not want to be responsible for the mounting debt of the college.

It is important to note that President Crouch had been at Georgetown College for 10 years before the movement away from the Kentucky Baptist Convention came to the forefront. During this time span he accrued enough political capital to make it happen; he undoubtedly would have failed earlier in his tenure. Crouch had used his time on campus to create some short-term wins and build confidence among supporters (J. Newberry, personal interview, May 25, 2010).

In the fall of 2005, President Crouch started another program to build camaraderie with the students. This campus contest was called the Apprenticeship Challenge and was

based on the popular television show on NBC hosted by Donald Trump (Georgetownian, December, 7, 2005). In the campus version, students were given a challenge by President Crouch to fix some small issue on campus. Those who were successful in completing the challenge would receive a \$2,000 scholarship (Insights, Winter 2005, p. 7). This fun initiative was created as a means of getting students involved in discovering needed changes to campus. It also helped them buy into campus life more and take a vested interest in the future of the College. The Apprenticeship Challenge is an example of how Crouch remains committed to maintaining positive relationships with the students and has become better in his later years of bringing more people into the decision-making process.

Over the years President Crouch has worked tirelessly to find the right people to nominate for the Board of Trustees, always hoping to reel in a big name and someone with some strong national name recognition. In October 2006, one such individual, Paul Volcker, joined the Georgetown College Board of Trustees. Mr. Volcker served as the Federal Reserve Chairman from August 1979 to August 1987 during the Carter and Reagan administrations (Insights, Winter 2007, p. 2). He currently serves as the Chairman of the Economic Recovery Advisory Board under President Barack Obama.

Volcker's addition to the Board of Trustees was a big coup for the small college as he has no obvious connections to Georgetown but is certainly the most recognizable name on the board (D. Moody, personal interview, March 2, 2011). Crouch knew this addition to the Board was a big deal; "When I was able to get him to come serve on our board it sent a shockwave through Kentucky" (W. Crouch, personal interview, March 4,

2010). Crouch always seems to be looking for the next big splash, and he definitely made one with this announcement.

In early 2009 President Crouch met with the Alltech FEI World Equestrian Games Foundation and announced his vision for yet another program and partnership. He wanted to invite 1,400 high school students from all over the world to participate in an annual International Equine Summer School Program. Crouch requested \$12 million from Kentucky's share of the federal economic stimulus funds to finance the program which would generate \$1 million a year for both the college and the Kentucky Horse Park (Jordan, 2009, March 13). As of late 2010, this program has yet to materialize. This is another example of Crouch's enthusiasm for a new initiative that never seems to come to fruition.

In April 2010 Georgetown College was invited to join the Southern University Conference, a 75-year-old organization for prestigious liberal arts colleges and universities (W. Crouch, personal interview, April 30, 2010). Dr. Jake B. Schrum, president of Southwestern University and the organization's secretary-treasurer, stated "Southern University Conference has for over seven decades been looking for college and university members who represent the best public and private institutions in the south and southwest. We are thrilled to invite Georgetown College to be included in our membership" (Durham, 2010, April 16). Berea College, Centre College, and Transylvania University are the only other colleges in Kentucky who are on the organization's roster. Dr. Rosemary Allen, Provost and Academic Dean, said, "This affirms Georgetown's growing reputation and distinction, and recognizes the unique contribution we are making to education in the south" (Durham, 2010, April 16). This

recognition suggests that Crouch's efforts to raise the national profile of the College have been successful.

Starting in the fall of 2010, new curriculum requirements are being implemented with an increased focus on writing and cultural diversity courses. This move has been in the works for many years and has gone through several iterations and committees. President Crouch was supportive of this new direction and left the faculty alone to design the new requirements (J. Klotter, personal interview, April 1, 2010). This shows a positive shift in Crouch's leadership in more recent years. He has become much more willing to allow others to have a say in the processes. Early in Crouch's career he would have told the faculty to make changes to the curriculum. Now, he has more patience and lets them determine how they would like to proceed.

President Crouch announced the creation of "Flight Teams" during fall 2010. Crouch assembled these teams of faculty, staff, and students to tackle the challenging issues on campus and to create positive change. Each team has approximately five people on it. Eight different teams were assembled to focus on the following topics and issues:

- Academics Team – to focus on improving academics by retaining 99% of the faculty, increasing student retention two percent each year, and producing three Fulbright scholars annually
- Aesthetics Team – to focus on the "look and feel" of the physical parts of campus
- Business Team – to focus on business management and processes to achieve a budget surplus
- Christian Life Team – to focus on improving commitment to Christian principles
- Communications Team – to focus on how the successes of Georgetown College are communicated to all constituents
- Profits and Revenue Team – to focus on increasing profits and decreasing expenditures
- Student Life Team – to focus on creating a vibrant campus life
- Talent Team – to focus on finding and keeping talented students, staff, and faculty

These Flights Teams have been successful in getting faculty, staff, and students to work together toward the common goal of improving Georgetown College. According to President Crouch, “this has been the most energizing initiative I have ever worked with. I am more excited today about the good things going on across campus than I have ever been before” (W. Crouch, personal interview, April 30, 2010). Crouch’s enthusiasm was evident during individual team meetings and seemed to be shared by flight team members. The initiatives launched from this exercise should positively impact the College for years to come.

Summary

Throughout most of the twentieth century, Georgetown College was a sleepy little liberal arts college that was satisfied with the way things were. However, according to members of the Board of Trustees, some internal discussions began in the late 1980s that it was time to bring in a new president, and those deliberations were sped up by a vote of no confidence by the faculty for President Patterson. This time they were looking for a president who could really make some changes (R. Baker, personal interview, March 8, 2010; F. Penn, personal interview, February 23, 2010; S. Watson, personal interview, February 1, 2010). This momentum resulted in a search for a new president and in the hiring of William Crouch.

Before President Crouch came to campus, Georgetown College was in need of a jump start. The College did not recruit near as widely as they do now. The school was too dependent on recruiting from the Baptist churches around the state. The campus was over \$1 million in debt and had a small operating budget of around \$17 million. There were too many students transferring to the University of Kentucky. Georgetown did not

have a president who knew how to reach out broadly to donors and supporters and had a Board of Trustees that did not know how to step out and help the College. The school was not allowed to have trustees who were not from Kentucky or who were not Baptist. The campus had a core of experienced faculty that had been there a while and had grown complacent. There was a small group of new young faculty who wanted to know where the College was headed. Georgetown College was barely reaching enrollment projections and annual giving was declining (R. Baker, personal interview, March 8, 2010; F. Penn, personal interview, February 23, 2010).

Have things changed at Georgetown College during President Crouch's tenure? Was President Crouch successful in creating changes on campus? Former Board of Trustees members believe he was. "The Georgetown College that Bill Crouch agreed to be president of, and the Georgetown College that we have now, other than some of the same buildings, it is hard to recognize" (F. Penn, personal interview, February 23, 2010). According to former director of the Georgetown Foundation, Sylvia Watson, the answer is a resounding "YES!" "When Crouch arrived, Georgetown College was stuck in the 1960s" (S. Watson, personal interview, February 1, 2010). How did President Crouch go about creating the changes previously outlined? Those strategies for creating organizational change will be discussed in the next chapter.

CHAPTER FOUR: STRATEGIES FOR CHANGE

Geoff Scott, a noted writer on organizational change in higher education, recently wrote a piece on the importance of higher education institutions being able to change. Scott declared that “a powerful combination of change forces has been bearing down on higher education in recent years. There is a rapid increase in competition, a significant decrease in funding from government sources, a greater government scrutiny, a growing consumer rights movement, and a rapid spread of communications and information technology into every aspect of our lives” (Scott, 2003, p. 64). These external and internal factors will compel colleges and universities to make adjustments in order to just survive, and Georgetown College will not be immune to these forces of change.

It is apparent from the events outlined in Chapter three that President Crouch has attempted to create change at Georgetown College since he arrived on campus over twenty years ago. This leads me back to my research questions which are, (1) What are the strategies and processes that President Crouch and other Georgetown College leaders have used to make changes to their institution?, and (2) How do the strategies and processes found at Georgetown College align with other organizational change theories?

This chapter introduces a number of strategies that emerged in this study of Georgetown College. Following that will be an examination of how Georgetown’s changes align with Burton Clark’s model, George Keller’s study, or John Kotter’s theory. It is important to note that when conducting this study I was not attempting to introduce a new change process or a step-by-step miracle model for creating organizational change. Instead, I was focusing my research on strategies President Crouch has implemented at

Georgetown College during his tenure. Below is a list of strategies that emerged from the data.

Strategies for Creating Change

In this study of Georgetown College it was apparent that President Crouch used a number of strategies when attempting to create organizational change on campus - some intentionally and some inadvertently. Strategies that surfaced in the data are as follows.

Each will be discussed in detail below.

- A Strong, Charismatic Leader
- Selling the Vision and Communicating the Change
- Surrounding Yourself with the Right People
- Getting Buy-in from Constituents: The Board, Faculty, Staff, Students, Alumni, and Community
- Group Decision-Making
- Making a Splash
- Finding One That Sticks
- Using Rankings as a Tool for Change
- Passion, Energy, Hard Work, and a Positive Attitude
- Being Willing to Spend the Money
- Transparency in Change
- Bending the Rules
- An Ulterior Motive
- Using Legal Means if Necessary
- Length of Tenure

A Strong, Charismatic Leader

It is important for organizations that want to create change to have strong, charismatic leadership at the top. In the business world, top-down leadership can implement change much more quickly than in higher education. In higher education it is important to have a leader who knows how to work within the political structure and culture of shared university governance. Higher education requires a blend of top-down leadership and bottom-up support mixed with a lot of compromise and collegiality.

One of the most important strategies or prerequisites for creating change in higher education is having a leader in place who is willing and capable of driving the changes. Townsley wrote that “The president must be dynamic, determined, and capable” (2002, p. 194). Many have described President Crouch as all three. Even though some might not agree with Crouch’s approach or motives, they still agree that he has a charismatic personality and a drive to make things happen.

The reason a strong leader is important in higher education is because presidents are often forced to make tough and unpopular decisions. President Crouch has certainly had to make some tough decisions and has never been afraid to make changes (R. Baker, personal interview, March 8, 2010; F. Penn, personal interview, February 23, 2010). In 2003, Georgetown College announced that it would have a budget shortfall of about \$2.5 million (out of a \$26 million dollar budget) and would need to cut about seven percent in order to balance the budget. In reaction, President Crouch announced that rather than cutting educational experiences, the College would make up for the shortfall by eliminating 35 staff positions. President Crouch tells how he was saddened by this decision knowing that it was impacting lives. To show that he felt responsible he took a 15% pay cut and decreased his five vice presidents’ salaries by 10%. According to Crouch, these were not easy decisions.

In addition to being willing to make some tough decisions, a change-minded president should have a charismatic personality. According to former Georgetown employee Sylvia Watson, Dr. Crouch is a very charismatic person (S. Watson, personal interview, February 1, 2010). “Crouch is a networking guy. He could have been a major CEO, he just did not have the right degree,” said former Trustee Frank Penn (F. Penn,

personal interview, February 23, 2010). However, as valuable as a charismatic personality is, there are also limitations to this personality type. There is often a reluctance to disagree or challenge a charismatic leader, and this certainly is true at Georgetown College (L. Apple, personal interview, May 28, 2010).

President Crouch's charisma, or social influence, may be stronger than anyone I have ever met. This plays out in an interesting study conducted by Jim Cousins on the social network analysis of President Crouch. In this study Cousins evaluated Crouch's institutional influence and found that all board members and university administrators' connections were centered through him. Normally the social network analysis would look more like a snowflake with pockets of individuals who have influence within a group. In the case of President Crouch, he was at the center of all decision-makers associated with the college (Cousins, 2005). This control is what has allowed President Crouch to move forward with changes on campus without much visible or public push-back.

Another way that President Crouch's charisma negatively impacted this study was that very few people were willing to participate. Several faculty and staff members currently employed at Georgetown received interview requests and all but one declined. One faculty member finally confessed that they were afraid of losing their job if they shared their perspectives. This fear of speaking out against President Crouch is very real. One former employee said, "I can't think of anyone who has stood up to Crouch and is still around" (E. Frugue, personal interview, February 25, 2011). President Crouch is indeed a strong, charismatic leader, and while those qualities are often sought after in university presidents, they come with potential downsides.

A final caution that strong leaders need to keep in mind is that the changes are not always about them. President Crouch was accused of this in many interviews and conversations. One even said, “He’s a strong leader, but boy is he narcissistic. It’s all about him” (Anonymous, personal interview, February 24, 2011).

Selling the Vision and Communicating the Change

Not only does a president need to have a vision for the future of the institution, he or she must also be able to effectively sell the vision, communicate how the vision will be implemented, and explain how everyone will benefit from it. President Crouch strived to do all three, sometimes with success and other times running into roadblocks.

President Crouch makes a conscious effort to sell his vision. He seems to use every means available to do so. From observation and document analysis it was evident that Crouch sells his vision in one-on-one meetings, in speeches, in faculty and staff meetings, in newsletters, in campus-wide emails, in small group interactions, and at lunch or dinner table discussions - basically every opportunity he gets (W. Crouch, personal observation, May 12, 2010). It is absolutely vital that a president communicate his or her vision at all times and Crouch knows this. In one interview he stated that “You cannot over-communicate your vision,” (W. Crouch, personal observation, May 12, 2010). As an interesting point of comparison, I interviewed President Lee T. Todd of the University of Kentucky, who also served on the Foundation Board at Georgetown College. He agrees that communication is so very important based on his own experience. Todd said that “Communication is so very important. You cannot overdo it. And as much as I try to communicate, that is always my lowest score on my annual evaluation,” (L. Todd, personal interview, May 7, 2010).

President Crouch was given the opportunity to sell his vision for the future of Georgetown College when he was asked to write an article for the *Lexington Herald-Leader* in 2000. The context for his commentary was the announcement of a \$96 million capital campaign. He named the campaign “*Defining the Future: The Campaign for Georgetown College.*” This tagline was meant to sell the faculty, alumni, students, and community on their role in contributing to the College financially and in so doing establish a stronger foundation for future change. In this article, he shared a list of past changes undertaken by the College to prove that momentum had begun to build and that changes had already taken place. Crouch wrote,

In many ways, Georgetown has come of age over the past decade. We achieved rank-one baccalaureate status. Our new facilities include a state-of-the-art learning resource center, the Conference and Training Center, a new fine arts building, a 50,000-watt public radio station, and an expansive information technology system that extends fiber and internet access to every building on campus. We also added new and widely respected faculty, including James Klotter, the state historian. More important, our academic programs have flourished these past 10 years. We have recently established a partnership with UK’s Martin School of Public Policy that allows Georgetown seniors to begin graduate school in the last year of their undergraduate work. Georgetown is the only school in the state with a formal partnership with Oxford University/Regents Park College that allows our students to matriculate in college, making them not just exchange students but also members of the Oxford community... Georgetown College aspires to higher ground. We invite all Kentuckians to join us in this effort. (Crouch, 2000, October 23)

This public announcement in the Lexington paper was a great way for many people to become aware of Crouch’s previous changes on campus and to gain trust that he would use their contributions wisely to further his vision for the College.

The Board of Trustees is one of the most important groups presidents need to sell their vision to because they ultimately control the college and hire or fire the president. President Crouch understands this and has been doing so since very early in his tenure at

Georgetown. In his first meeting with the Georgetown College Board of Trustees, Crouch came prepared with a list of 14 goals that he wanted to accomplish in the first year of his presidency (VanHoose, 1992, September 30). One former Trustee said, “He always just sells it as, ‘This [initiative] is the right thing to do and everybody will benefit from it’” (F. Penn, personal interview, February 23, 2010).

There are two powerful examples of times during President Crouch’s tenure that he was able to sell his vision effectively. Shortly after Crouch arrived on campus he attended a social gathering at Sylvia Watson’s home in Louisville so that he could meet all her influential friends. Word got to Crouch that there was a wealthy Georgetown alumnus, Carl Henlein, at the party and that he was contemplating giving \$1 million to some college or organization and had yet to decide where. While \$1 million may not seem like a large gift to many presidents, Georgetown had never received a gift that large at the time. Mr. Henlein graduated from Georgetown College in 1962 but had never given a penny to the College. At some point during the evening Henlein introduced himself to President Crouch and told him that he and his wife were planning to donate \$1 million to a college; they had narrowed their list to five schools, and Georgetown College was not on the list. In an interview, Crouch told the story of how he excused himself and followed Henlein outside.

“Mr. Henlein, if you will give me 6 months, we will be on your list.” Henlein looked at me and said, “You have got 6 months.” And the rest is history. He not only made the commitment to give \$1 million, but he said, “I am going to take you to five of my friends and get them to do the same thing.” We flew around the country together and created the Georgetown College Foundation together because he could not be a trustee because he was not Baptist, and he hated that about the college. So we decided to create a foundation board that would allow me to bring alumni who are not Baptist into the governance of the college. And that is where the transformation began. (W. Crouch, personal interview,

December 8, 2009; The exact same story was told in almost the same words in an interview with S. Watson, personal interview, February 1, 2010)

Another powerful example of Crouch's ability to sell his vision to board members was when Georgetown College separated from the Kentucky Baptist Convention.

According to a member of the Board of Trustees at that time, Crouch worked a miracle when selling his reasons for separating from the Kentucky Baptist Convention. He was able to convince the Board that separating from the Convention was the best thing for the college and its only chance at surviving. One board member remembers how Crouch was able to unwind the covenant agreement, take back control of the board, and still keep the goodwill of the Kentucky Baptist Convention. "Crouch was able to show how it was a win-win for both of us" (F. Penn, personal interview, February 23, 2010).

Selling your vision is absolutely vital in creating change, but there are precautions that need to be considered. Sometimes when leaders share their vision for their organizations, they can take things too far and scare people with what seems to be an unattainable future. Sylvia Watson asserts that President Crouch never did so. "President Crouch is always careful with what he says so that he does not scare people too much with his vision. He only gives enough of his vision to keep people coming with him" (S. Watson, personal interview, February 1, 2010). Not all on campus agree with Watson. Former employees confessed that every time Crouch came up with a new idea that they would say to themselves, "Oh boy, how are we going to make this happen?" or "Here he goes again with one of his unrealistic ideas."

It can be a real challenge for change agents to find the balance between being bold and not intimidating people when selling their vision. According to Lindsay Apple, a retired history faculty member, there are some faculty who felt like there was a

concerted effort on Crouch's part to try and intimidate the faculty and administration. Apple stated in an interview that "With faculty and administration, it is just understood, you either agree with Crouch or you are fired. The ones who survive the best are the ones that learn to tell him what he wants to hear" (L. Apple, personal interview, May 28, 2010).

Another challenge for some leaders is being believable and honest. When you are a great salesman, you are bound to be accused of being a little "slick." Employees at Georgetown actually refer to this as "The Crouch Factor" (D. Moody, personal interview, March 2, 2011). Moody went on to say that "You just can't believe everything he says. He tends to embellish things. His lack of credibility as a public speaker is what undermines his credibility as a leader at times."

A leader's ability to sell his or her vision is an important step in creating change in any organization. However, there is more to creating change than just selling the vision; it also needs to be implemented. Many involved with Georgetown College agree that President Crouch is skilled at selling his vision for change but criticize him for his ability to execute his plans. According to Mike Scanlon, former Board of Trustees member, one of the flaws of President Crouch is that he struggles at executing his vision. "President Crouch is a passionate visionary. He is an amazing dreamer. He really wants to build a great college. He is obsessed with this task. He has an incredible vision but struggles with the execution" (M. Scanlon, personal interview, April 15, 2010).

President Crouch is indeed a visionary leader. He has his ideas about the future and the changes that need to be made to get there. He is an extreme change agent and always has ideas on how the College can change to improve in his opinion. Critics like

Scanlon make a valid point; Crouch, like most change agents, struggles seeing his proposed changes through to completion. Before one project or change can be implemented (or sometimes even get started), he has moved on to two or three new ideas, often killing the momentum for previous projects. Therefore, because President Crouch's strength is in visioning, it is important that he surround himself with the right people who can implement his changes and keep the institution moving forward.

Surrounding Yourself with the Right People

Surrounding yourself with the right people is an important strategy for creating change in any organization. In one interview Crouch talked about its importance. He said,

One of the key strategies for creating change in any organization is having the right people around you. I am a big fan of *Good to Great* by Jim Collins. In that book he talks about how you have to have all the right people on the bus and they have to be doing the right things. Right now I have one of the most experienced, successful college administrations anywhere. And that is so critical to being able to transform a college, having the right people. (W. Crouch, personal interview, December 8, 2009)

University of Kentucky President Lee Todd asserted that in order to change a culture you sometimes need to change the people; the culture lives with the people. If you try to change the culture without trying to change the people it means you have got to convert the people who are there and that takes time (L. Todd, personal interview, May 7, 2010). Surrounding yourself with people who buy into your vision is more than a strategy; it is a necessity for creating positive change on campus. Otherwise, change can tend to stall and then the leader has to wait for those who are not on board to depart from the institution.

Leaders in higher education are often faced with the challenge of having board members, faculty, staff, alumni, or students who do not buy into their vision. There are ways around this challenge, one of which is simply removing those individuals who are slowing your desired progress. President Todd's answer to this was clear; "Fire people who do not buy into what you are doing. For example, you cannot really change the faculty. But you can change the department chairs and deans to bring in people who buy into your vision and will help you change the faculty culture" (L. Todd, personal interview, May 7, 2010). However, in higher education there are policies and traditions that may be in place which prevent a leader or supervisor from simply firing someone. This may be easier for a president or provost but would be a challenging strategy to use as a lower-level or mid-manager leader.

President Crouch adopted this strategy early on in his tenure as president of Georgetown College. He felt like his cabinet-level leaders did not buy into his vision and so he made some changes. One of the first things Dr. Crouch did was remove a number of his vice presidents and cabinet-level staff. He brought in his own team of leaders who bought into his vision and started the process of creating change at that point (W. Crouch, personal interview, December 8, 2009).

Presidents often have the luxury of bringing in their own leadership team. However, surrounding themselves with faculty who have bought into the vision is not always possible. Because President Crouch has been at Georgetown College for 20 years, he has been able to outlast most of the faculty who have disagreed with him. According to Sylvia Watson, maybe as much as 50% of the faculty and staff either retired or left the institution early on in Crouch's tenure. When President Crouch went out to hire new

faculty, he brought in candidates who fit with his vision. “In the past, most of the faculty were graduates of the University of Kentucky. Not that that is a bad thing, but their perspectives and experience are pretty similar. I wanted to bring in faculty from all over the country with very different perspectives” (W. Crouch, personal observation, May 12, 2010). In another interview Crouch said, “Throughout my tenure there has been a natural turnover of faculty and staff. The quality at this school has always been the faculty. The faculty were top notch [when I got here], they were just old. I have been able to hire 98% of our faculty which has been critical for the transformation of the College” (W. Crouch, personal interview, December 8, 2009).

Comparing the faculty profile of 1991 with that of 2010 yields some interesting findings (see Appendix I). First, the number of faculty who earned their doctorate or masters degree from the University of Kentucky has gone down as Crouch stated in his interviews. In 1991, 32% of the faculty earned their highest degree from UK, whereas in 2010, 26% of the faculty graduated from UK. In that time period, the number of full-time faculty has increased from 78 to 115, which is significant growth. These new hires have completed their highest degree from an assortment of colleges and universities all around the country. The number of full-time faculty with doctorate degrees has gone up considerably, and the number of faculty teaching with masters degrees has gone down. All these trends are positive and move the College in the right direction. Through these hires President Crouch has been able to bring in faculty who are excited about his vision for the future of the College.

Speaking about this process, Sylvia Watson told a story about how she was at a meeting where President Crouch was introducing new faculty; none of the twelve were

from Kentucky colleges or universities. They were from California, Nebraska, Michigan, and schools on the east coast. Crouch intentionally talked about how these new faculty members were excited about the vision for Georgetown College and brought with them new ideas and differing perspectives (S. Watson, personal interview, February 1, 2010).

If a president wants to create change on campus it is absolutely important to establish a vision and then surround himself or herself with people who buy into the plan. One strategy for doing this is to build relationships of trust with those constituent groups that matter.

Getting Buy-in from Constituents

Getting buy-in is an extremely important strategy for creating organizational change. A challenge of serving as a president of a college or university is that there are so many different, and sometimes competing, constituent groups that you serve. Somehow presidents need to work toward getting buy-in from each group for each proposed change. Forming healthy relationships of trust with the Board of Trustees, faculty, staff, students, alumni, and community members can be a time-consuming and taxing chore. However, doing so is a powerful strategy for creating change on campus.

It is important for all constituents to participate broadly and openly in all stages of the change process. This, however, can be frustrating for a change agent like President Crouch.

The most difficult thing for me is to know that “this” or “that” is something we have got to do, to know that it is the right thing to do, but also understand that to get the best outcome I need to follow a certain process and be patient while the process is in operation, already knowing what the outcome is going to be, but letting others discover that for themselves. I am learning the value is that when we come out of it in the end it is not called, “the president’s project,” but it is “our project” (W. Crouch, personal interview, April 30, 2010).

Building relationships is important to President Crouch and has been a strategy for change that he has used to his advantage. He wants people to know he cares about them. One thing he does to accomplish this is getting everyone on a first-name basis. President Crouch asks people to call him by his first name and encourages everyone on campus to do the same (W. Crouch, personal observation, May 12, 2010). Another thing Crouch does to build relationships and show he cares is to make personal phone calls to every staff or faculty member on their birthday. He also makes personal calls when he finds out someone in their family has passed away (W. Crouch, personal interview, March 4, 2010). Several faculty and staff members expressed that this personal touch makes them feel important and special.

In order to get buy-in you have to convert people to your vision and have to do what you say you will do. Each time President Crouch delivers on his promises, it builds political capital in his “creating change” bank account. Conversely, each time he fails to deliver, it decreases his political capital, and he loses buy-in from his constituents. President Crouch has made a concerted effort to build relationships with the Board of Trustees, faculty, staff, students, alumni, and the community.

Buy-in from the Board of Trustees. An important strategy for change in higher education is for the president to get the board of trustees on his or her side. Townsley wrote that “The board must be comfortable with the plan and must manifest its confidence by affording the president enough authority to see the plan through” (2002, p. 195). President Crouch learned this important strategy early on in his career when he interviewed President John E. Johns, the former president of Furman University, who told him, “The most important relationship you can have is with the chair of your Board

of Trustees” (W. Crouch, personal interview, March 4, 2010). President Crouch has never forgotten that advice and understands that without the support of the Board, it becomes much harder to push through any major changes.

Crouch knew that in order for him to really move forward with some of his changes he needed “his” people on Georgetown’s Board of Trustees. However, for the first decade or so of his tenure, the board members were appointed by the Kentucky Baptist Convention. So Crouch knew he had to separate Georgetown from its affiliation with the Baptist Convention. It was not until the College separated from the Convention that he was able to start bringing people onto the board who he was able to really work with. President Todd talked about board members in his interview and shared how one of the disadvantages of being a president at a state-funded public institution is that the board is chosen by the governor, which never guarantees that the president will have people on the board who are big supporters.

In an interview with former trustee Mike Scanlon, he talked about how the Board of Trustees at Georgetown College has changed since separating from the Convention. He said:

When I joined the board years ago, I was the bright person. There were only a handful of business people who thought about things like profits and losses and cash flow. The current board today is now much more high-profile, capable, and very professional. Not everyone looks alike anymore. Now the board is diverse. The viewpoints and horizons have been widened. Crouch now has the right people. (M. Scanlon, personal interview, April 15, 2010)

According to Crouch another important strategy when working with the board is for presidents to work through things and make sure proposed changes are in order before the public meetings ever happen. “I never go to the Board with ideas that are not well thought out and processes in place to make them happen,” Crouch said (W. Crouch,

personal interview, April 30, 2010). Scanlon agrees, “There is nothing going on in the board meetings. All the good stuff happens behind the scenes” (M. Scanlon, personal interview, April 15, 2010).

Getting the board of trustees on your side takes a lot of work for presidents. Without the buy-in from the board, creating change on campus can be a challenge.

Buy-in from Faculty and Staff. The faculty and staff are another important constituent group for a president to get buy-in from. In order for changes to occur on campus, it is vital to have the support of the faculty. Townsley warned that “small colleges cannot afford the ambiguity and chaos of a rivalrous faculty-against-administration governance structure” (2002, p. 195). Georgetown College could not afford this either and so President Crouch went to work to get the faculty to buy into his vision.

There are many strategies that President Crouch has used to get buy-in from faculty and staff. When Dr. Crouch first started at Georgetown College, he had a one-hour meeting with every faculty member (VanHoose, 1992, September 30). He took this opportunity to get to know them and ask them what sort of changes they desired for campus. Although he was not required by the board to do this, he used this as a symbolic gesture to show the faculty that their opinions mattered to him. One faculty member told me how much they appreciated this effort by Crouch.

Early in Crouch’s tenure he built buy-in from the faculty when Gwen Curry was elected faculty chairwoman in 1994. President Crouch came to her and said he wanted to make the position a liaison between the president and the faculty. This impressed Curry

who said, “Crouch has made some of the things faculty has always wanted a reality” (Stepp, 1997, March 16).

President Crouch attempted to earn some credibility with the faculty in 2003 when he took a 15% pay cut and cut his five vice presidents’ salaries by 10% (Lannen, 2003, June 28). Sparing the academic programs and faculty lines gained a lot of goodwill from the faculty during this large round of budget cuts.

In working with staff, Crouch has recently adopted a unique strategy for getting them to buy into his ideas. In one interview he shared a new approach he has been using lately with staff. When he has an idea for a new change he will find one staff person who is in that area and will bring them in to talk. Almost every single time the staff will agree with Crouch’s new idea because they are intimidated by him. Knowing this, Crouch asks that person to go talk with someone else about it and then have the two of them come back and talk with him. When the two of them come back together Crouch has found that he gets a much more honest and insightful perspective; they feel safer expressing their opinions in front of the president when there is someone else there to back them up (W. Crouch, personal interview, April 30, 2010).

It is important for presidents to get faculty and staff buy-in, but leaders also must listen and implement their recommendations. Otherwise, that is one of the fastest ways to lose the confidence of your followers. Faculty and staff become frustrated and they no longer want to be a part of what you are doing if you do not listen. Crouch is certainly guilty of this mistake. Former faculty member Lindsay Apple shared his personal frustrations with President Crouch who he believed did not always listen to his constituents.

When Crouch first came, I was serving as the chair of the Faculty Committee, and he asked me to chair another committee to suggest how we could grow as an institution, how we could build our strength as an institution. It was a rather large committee, but we looked at benchmark institutions and then we created some key areas that suggested growth. Endowment was one of them; library holdings were another; I think Phi Beta Kappa membership (as a standard for hiring faculty) may have been one of them. And it was never implemented. He liked it. Has referred to it since in speeches when it suits his purpose. But he never really did much with it. I was disappointed with that because I thought it was a blueprint or 5-year plan or step-by-step plan that would have improved the status of the school. I enjoyed this because a community of very diverse faculty came together and felt like they had accomplished something very significant when it was done. We were all very enthusiastic about it but it quickly got sidelined and that was very disheartening. (L. Apple, personal interview, May 28, 2010)

There are others who are formally associated with the College that believe Crouch struggled with this strategy. One even went as far as to say that they believe Crouch would not survive a vote of no confidence among the faculty today. But, no one would dare try because they are afraid that Crouch would retaliate and find a way to learn how each person voted and would fire them. Plus, they are fearful the Board of Trustees would not do anything about the vote of no confidence. In fact, the two faculty members who have attempted to float this idea around over the past several years are no longer working at the college (Anonymous, personal interview March 7, 2011).

Forming good relationships with faculty and staff is an important step for all leaders when striving to create change on campus. Getting faculty bought into proposed changes on campus is invaluable. The faculty can make or break organizational change. The culture lives within the faculty and so they play an important role in the change process.

Buy-in from the Students. When creating change on campus it is also important to have the support of the students, and that is the first place Crouch focused when he arrived on campus. “The good news is that it did not take long to change attitudes of the

students, and that is where I went. I knew it would be hard to change the culture of employees but I knew I could change the students quickly” (W. Crouch, personal interview, March 4, 2010; W. Crouch, personal interview, December 8, 2009).

There are several strategies that President Crouch used to earn the favor of the students. In the first months of Crouch’s tenure, he arranged to spend time in every residence hall. He gave each dorm \$150 to buy food, pizza, or snacks and then spent from 10 p.m. until 1 a.m. with the students. Crouch let the students talk about anything, and if there were questions or concerns he would write them down and strive to respond within 24 hours. “It was magic” said President Crouch (W. Crouch, personal interview, December 8, 2009).

Another way to garner the support of students is to listen to their needs and to help meet them. Early in President Crouch’s presidency he decided to hire the student body president as a student ombudsman. Her job was to walk around campus and anytime she heard of any problems or concerns she was to come to Crouch’s office and they would find a way to fix them. President Crouch tells the story that one day the student came into his office with what she called a big problem. She told President Crouch that the bath tub stoppers at Knight Hall were not working. Crouch told her to go find out how many there were and how much they would cost to replace. “We bought 400 of them,” Crouch said. “She and I took them over there in a big box and gave them to the girls and it was like I was king” (W. Crouch, personal interview, December 8, 2009). What is interesting to note from this experience is that President Crouch could have easily delegated this project to the campus maintenance staff or residence life team. Instead, he saw this as a way of earning the support of the students.

In the late 1990s students began expressing an interest in a new recreation space on campus and their dissatisfaction with the lack of weekend activities. As a result, President Crouch worked with campus administrators to build the students, faculty, and staff a new 23,500-square-foot Fitness & Recreation Center which opened in February 2003. These types of efforts are huge symbolic wins as students tell about how their president listens to them and meets their needs.

Another way to earn the favor of the students is to give them a day off school. In 1995, the students expressed an interest in observing Good Friday as a Christian institution. Even though the students' true motivation may have been to lengthen their Easter break, President Crouch announced that moving forward the College would cancel classes on Good Friday, the Friday before Easter, to show its commitment to its heritage of Christian discernment.

Buy-in from the Alumni. Alumni are especially important to a small college because they play such a vital role in the financial well-being of the institution. Therefore, it is all the more important for alumni to be impressed with the current direction of the college and to build the perception of momentum and growth so that they will want to contribute financially.

President Crouch has done many things during his tenure to get the alumni bought into the changes on campus. He uses every opportunity he can to impress the alumni or bring them back to campus. For example, Crouch revived Founder's Day in 1992 as a way to honor alumni and to recognize individuals who have made valuable contributions to the College by inducting them into the Georgetown Hall of Fame.

President Crouch and Georgetown College have also used alumni publications as a way of communicating the changes on campus and getting alumni support. In a review of old alumni newsletters, an interesting pattern began to emerge. Georgetown would highlight a wealthy and successful alumnus or alumna and then a few issues later that same individual would be recognized for giving money to the College. In those same alumni newsletters there always seemed to be a blurb or article about how Georgetown College had recently been recognized, had set new fundraising records, or had set new enrollment records.

In the mid-1990s Georgetown College received recognition in *U. S. News & World Report* for moving up to the national liberal arts category. To celebrate, President Crouch ordered 20,000 copies of the magazine and mailed one to every alumni in hopes of building school pride and increasing fund-raising (Muhs, 1994, October 3).

The alumni are an important group of people to build relationships with and get bought into the vision for change on campus. They can play a vital role in making those desired changes become reality.

Buy-in from the Community. The community's support can be helpful if a college is going to implement big changes. Big changes were needed at Georgetown College, so Dr. Crouch began making his presence felt around the city of Georgetown. He helped establish the Scott County Education Foundation, served on several boards of directors for different non-profit organizations, joined the Rotary Club, and began attending the Georgetown Baptist Church (VanHoose, 1992, September 30). He had initially not attended the local Baptist church because so many employees and students worshiped there and he found it too hard to separate himself from work. He decided it

was more important to support the local congregation and began attending services at the Baptist church next to campus. As a result of these efforts, the mayor of Georgetown in the late 1990s became a big fan of Dr. Crouch's. He said, "You could not find a nicer guy to work with than Doc," using Crouch's nickname (Stepp, 1997, March 16).

Building relationships with the neighbors who lived in the immediate vicinity around campus was very important to Crouch. There was one particular woman who was not a big fan of the College, and she lived right next to the president's home. She used to get mad at the students for throwing trash in her yard and would call the president's office regularly to complain. Shortly after Crouch started on campus she called again to grumble. The president told a story about his response.

I went home that afternoon and got my children. We got trash bags and started to pick up all the trash. She quickly came out of her house and yelled, "What are you doing? You need to get out of my yard." She did not know who I was, so I told her that I was the new president. She invited us all in for tea and that was the start of a great friendship. Six months later, I was walking home and she said, "Come here, President! You are the damndest, luckiest son of a bitch I have ever seen. Your wife has the prettiest legs. She can wear those short skirts and I just love it. Dr. Patterson's wife always wore those long skirts always down to her knees. And I am just going to give you my house." And she signed over her house to the College. It was a big deal to us. Everyone knew how she felt about the school and that little old lady gave one of the first signals to this school that we were headed in the right direction. It was so easy... It was just paying a little bit of attention to her. (W. Crouch, personal interview, December 8, 2009)

The President's Mentoring Program was another strategy Dr. Crouch used to build community support. This program allowed him to mentor local high school students in the community but also allowed for him to build goodwill. Although this was a great way to engage with outstanding local high school students and encourage them to consider Georgetown College, it was also a nice gesture and offering for the local community.

Getting buy-in from the Board of Trustees, faculty, staff, students, alumni, and the community is an important process for creating change. Getting buy-in, however, is more than just telling people about your vision; they need to know your vision. According to Schwahn and Spady, your organization has bought into your vision when they can “state your vision in their own words from memory and with enthusiasm” (Schwahn & Spady, 1998). In 1994 President Crouch invited members from all these constituent groups to write a vision statement for the College. After nearly a year of work they came up with the following vision statement, “Georgetown College... an innovative community of scholars developing *ethical (added in 1998)* scholars committed to our heritage of Christian discernment.” Allowing the entire campus the opportunity to have input on the vision statement was a powerful strategy for setting the vision for the future and getting buy-in from all involved. Without the support of these groups, creating change on campus can be nearly impossible.

Group Decision-Making

Arriving at decisions as a group is a much more powerful approach for change than a leader driving the change from the top-down. There are many examples of how President Crouch has used group decision-making to influence change.

A simple, but powerful, example of group decision-making was when Crouch worked with the campus to write the new vision statement for the College. This proved to be a successful group approach and earned Crouch some goodwill on campus.

In early 2010, President Crouch created what he calls “Flight Teams.” These teams are made up of faculty, staff, and students who have been appointed to address important issues and challenges within the institution. Each group has been charged with

finding what needs to be fixed on campus in relation to their area of focus and then is expected to go make it happen. President Crouch has built in some financial incentives if they are able to successfully accomplish their goals and create positive change on campus. President Crouch talked about the Flight Team initiative in several interviews and expressed how it has been one of the most exciting ideas he has had during his time on campus. “The Flight Teams are the ones making the decisions now. They are the ones moving the institution forward,” Crouch said (W. Crouch, personal observation, May 12, 2010).

Recently President Crouch has felt the need to incorporate technology in the classroom experience. In an interview he said, “Last week I became convinced that we have to change the way we are relating to our students and teaching them in the classroom” (W. Crouch, personal interview, April 30, 2010). He explained that if he had a similar idea early on in his tenure he would have just announced it to the faculty and expected them to do it. He talked about how that would have shut the system down for about 60 days while everyone reacted - complained, moaned, gossiped - to the new thing the president told them they have to do. Crouch has learned from his past and this time approached his idea with group decision-making in mind.

This time I brought a group of people together and asked for them to report on what we are currently doing [with regards to using technology in the classroom]. I asked them how we are going to get to where we need to be. How can technology help us do what we are doing better? It was determined by the committee that they would find the 10 faculty who are integrating technology the best in their teaching, offer them a teaching reduction next year, and ask them to answer those questions. The plan is to then let those faculty go to their peers and tell them how to do it better. So, it will take us a year longer, but it will work, instead of it being a president’s mandate. (W. Crouch, personal interview, April 30, 2010)

The challenge with Crouch is that if you don't agree with his decisions, then you become ostracized. Dwight Moody tells about how he was cut out of the group-decision making process when he "fell from grace" on campus.

It was the beginning of the end of my influence at the college. From that point on, I was slowly moved to the sidelines of the decision-making process. The president gradually ceased calling me for advice, and increasingly I found myself out of the loop regarding information, planning, and the general leadership of the college. (Moody, 2010, p. 44)

Making decisions as a group is a powerful strategy for creating change on campus. Oftentimes people resist change when they are told they have to do it. But if the decision is made by a group, it is generally easier to accept especially when there is no one person to point the finger at anymore.

Making a Splash

Presidents and other leaders of organizations can become overwhelmed with the challenge of creating change. Leaders are certainly guilty at times of striving to change the whole organization versus just focusing on changing smaller parts of it. One strategy that leaders can use to create change on campus is to make a splash. In fact, Townsley wrote, "After gathering information, the new president should 'make a splash'" (2002, p. 194). People need to see that their hard work is leading toward progress, thus visible changes are important in the change process.

President Crouch has used this strategy a lot for creating perceived change on campus. These notable events and newsworthy stories often create the perception of change. There are many examples of these during Crouch's tenure.

One of the biggest examples of making a splash was when President Crouch was successful in convincing the Cincinnati Bengals to move their training camp to

Georgetown College's campus. "You cannot buy that type of advertising," said former board member, Frank Penn (F. Penn, personal interview, February 23, 2010).

Another example was the hiring of James Klotter as a history professor. Charles Boehms, Georgetown's vice president and provost, said that "Klotter's hiring signals a move to go after more prominent, established faculty who will bring recognition with them" (Jester, 1998, May 7).

Similarly, establishing a study abroad partnership with Regent's Park College in Oxford, England was a big splash for the College. This partnership took over 5 years to finalize but was very important to President Crouch. "The Oxford partnership has been a part of our vision for Georgetown College for several years, and I am very excited to see it coming to fruition," said Crouch (Staff, 1999, July 21).

In the early 2000s President Crouch formed a partnership with The First Tee program and pledged two scholarships to First Tee Scholars. This noteworthy program was envisioned as a way for Georgetown College to recruit talented and disciplined minority students. The campus still receives recognition for this program. The First Tee website shows photos of President Crouch in his academic regalia with First Tee Scholars participants.

In October 2006 Georgetown College welcomed former Federal Reserve Chairman Paul Volcker to the Board of Trustees. This was a big feat for the College as Volcker is certainly the most recognizable name on their board. Crouch is very proud of Volcker's participation on the board and knows it was a big splash for the College (W. Crouch, personal interview, March 4, 2010).

On September 19, 2008, President George H.W. Bush visited Georgetown College. While on campus, the college named the Fitness and Recreation Center in his honor. Even though the College has no formal connection with President Bush, it used this naming opportunity as a strategy for making a splash and raising money. Crouch had hoped that Bush's involvement with the College would result in gifts from prominent Republicans. In the end, very little money was raised as a direct result of naming the fitness center after President Bush.

It is important to note that not all of the attempts at making a splash worked. Even though Crouch's attempts were not always successful, they still served a purpose. Even if the new initiative did not work, part of the strategy is to create a newsworthy event that draws attention to the College. One example of a program that created a lot of buzz but did not necessarily work was the creation of the Martha Layne Collins Center for Commerce, Language, and Culture, an academic program designed to help train future international business leaders. However, the real splash in this announcement was hiring Governor Collins as an Executive Scholar in Residence in 1998 to enhance and promote this program.

Lee T. Todd, Jr., former board member at Georgetown College and current president of the University of Kentucky talked in his interview about how Crouch has a knack for being able to initiate visible projects that bring recognition to the institution (L. Todd, personal interview, May 7, 2010). Todd admitted that he strived to use the same strategy when he became president of the University of Kentucky. "Like Crouch, I picked those things that I really felt had urgency but also those that had potential for quick payoffs [and to make a splash]" (L. Todd, personal interview, May 7, 2010).

Not all associated with Georgetown College are as excited about using the strategy of making a splash as a reason for creating change. There is always “lots of pizzazz, and not much substance,” said Dwight Moody (D. Moody, personal interview, March 2, 2011). Former faculty member Lindsay Apple talked about how he often got frustrated with Crouch for using this approach. He said, “It is these grandiose projects at the beginning that then sort of fall by the wayside. I understand they were efforts to improve the state of the college, to change the culture of the institution. But what they ended up doing was leaving us with huge debt and basically failed in their original purpose” (L. Apple, personal interview, May 28, 2010).

Making a splash is a strategy that President Crouch used to garner attention for the College. Whether or not the announced changes made a lasting impact on the campus did not always seem to matter. What was more important was that the College remained in public eye.

Finding One That Sticks

Another strategy that President Crouch uses for creating change on campus is coming up with new ideas until he finds one that sticks. The strategy of “finding one that sticks” came up in every interview and was not one that those associated with Georgetown College liked. Crouch was often criticized for this approach as it seems to frustrate some of his closest allies. “Crouch only builds about 75% of the buildings he announces,” said one current Georgetown employee who asked to remain anonymous. “This is frustrating to some people, but then again, on the positive side, he is building lots of buildings” (Anonymous, personal interview, February 24, 2011).

Those associated with Georgetown College, and especially those close to President Crouch, talk about how he is always coming up with new ideas, projects, proposals, and programs to change Georgetown College for what he believes is the better. For example, within the past eight years Crouch has announced three different building projects for the same space. First it was going to be the Collins Building to house the Commerce, Language, and Culture program, then the Bishop's College Center to support the Bishop Scholars, and most recently he announced a putting green in connection with The First Scholars program (Anonymous, personal interview, February 24, 2011).

According to Sylvia Watson, "President Crouch has a new idea every 30 minutes. Some stick, and some do not" (S. Watson, personal interview, February 1, 2010). Frank Penn said, "To this day Crouch has more ideas" (F. Penn, personal interview, February 23, 2010). History professor Jim Klotter said, "President Crouch is a person who has many ideas. Many of them are good ideas, some of them are not so good, and some of them are right between." Klotter then went on to say that "to me, that is fine, because I would rather have someone who is giving ideas than someone who is just going along with the flow" (J. Klotter, personal interview, April 1, 2010).

The hope with using this strategy for creating change is that if you throw out enough ideas eventually you will find one that sticks and good things will happen. Frank Penn talked about how Crouch had about as many ideas that did not work as he had ideas that did work. Penn believes the ones that did work really repositioned Georgetown College to be where it needed to be heading into the twenty-first century (F. Penn, personal interview, February 23, 2010). President Crouch seems to understand that he has been criticized for using this strategy. He said:

I am not afraid of the darts and the arrows because one thing I know is, in higher education, you are always going to be criticized. And I would rather be criticized for doing too much than not doing enough...Not all the changes have worked and not all the changes have been for the positive. But there have been enough successes for me to be given the room to do it. (W. Crouch, personal interview, March 4, 2010)

Georgetown's constituents get frustrated at times because many of Crouch's ideas are announced but then never go anywhere. An example of an idea that was discussed but never happened was President Crouch's announcement in the *Lexington Herald-Leader* in 2002 that the College would build a 5,000-seat basketball arena that with a remote control click could be converted into a convention center, a performing arts center, a high school graduation hall, and a concert hall (Yuen, 2002, January 7). It was never built.

If leaders choose to use this strategy they must proceed with caution. President Crouch seems to have finally learned this important lesson. He told me in an interview that,

People will tell you about the Bill Crouch of the 1990s; I was all about ideas and getting things started. People told me, "You start a lot of things that you do not finish." Sure, but I am always trying to find what is going to work. I would rather start 10 things and have 5 of them work and 5 of them not and withstand the criticism. (W. Crouch, personal interview, April 30, 2010)

Throwing out ideas until you find one that sticks is a risky approach for creating change but is one that President Crouch has used throughout his tenure at Georgetown. It is a risk versus reward method to creating change and must be used cautiously.

Using Rankings as a Tool for Change

It seems as though many colleges use national rankings as proof of positive change and validation of the progress they are making. Each year the rankings come out

and the institutions hope they have moved up. The reason rankings are so important is because the public pays attention to rankings.

Because these rankings carry so much weight socially, presidents can often use their institution's rankings in national publications as a great way to create a case for change on campus. Simply telling students, faculty, and staff that a proposed change will increase the school's ranking is often all it takes to get their support for the new initiative. Presidents can also use the rankings as a tool for "proving" that changes are occurring on campus and that the institution is heading in the right direction.

President Crouch relied heavily on letting national publications tell others about the changes taking place on campus. In a 1994 interview with the *Lexington Herald-Leader* Crouch talked about how important the rankings are to him. He said, "I was sure in [my] heart that Georgetown College had made the big time. I just wanted verification from another source. Our goal was to get in the national category, and now we are there. Now we want to move us far as we can go" (Muhs, 1994, October 3).

President Crouch talked about the value of Georgetown College being listed in the 1994 *U.S. News & World Report* ranking of best national liberal arts colleges. To commemorate this achievement President Crouch ordered 20,000 copies for a mass mailing to alumni. He wanted to share this good news with the alumni and hoped that it would help with fundraising (Muhs, 1994, October 3).

In addition to the *U.S. News & World Report* rankings, there are other rankings or statuses that institutions will strive to achieve and will use as a strategy for creating changes on campus. In the fall of 2000, Georgetown College and President Crouch announced a \$96-million capital campaign as well as the school's intention to achieve Phi

Beta Kappa status. As of September 2010, this standard of academic excellence has been met by only 276 colleges and universities around the country. This announcement gave the students a lot of hope. At that time, several students were interviewed for a newspaper article and said they looked forward to achieving Phi Beta Kappa status because it would mean that their degrees would become more valuable if the school succeeded. One student was quoted as saying, “I think it is going to give us more opportunities,” and another said, “I think it is a pretty exciting time for Georgetown. It is just a wonderful opportunity for this place that I like to call my home” (Kocher, 2000, October 13).

Have changes actually occurred on campus during President Crouch’s tenure? If you simply use *U.S. News & World Report* rankings as your metric, things have improved. Since President Crouch has been on campus, Georgetown College has gone from being ranked as a regional college to a national liberal arts college. In recent years the College has even moved from the 4th tier of national liberal arts colleges to now being ranked in the 3rd tier (See Appendix H).

Other Approaches for Change

The strategies that are outlined above were the approaches that were the most apparent from the research. However, there are other less prominent strategies that President Crouch used to create change at Georgetown College.

Passion, Energy, Hard Work, and a Positive Attitude

In order for leaders to create organizational change, they need to have passion and energy for their vision and changes. There is a big difference between selling a vision with passion and doing so with no enthusiasm. Passion is contagious and is a real

strategy for creating change within an organization. According to Mike Scanlon, a member of the Board of Trustees who worked with Crouch, “President Crouch’s passion sucks you in. He is like a magnet that just brings people together” (M. Scanlon, personal interview, April 15, 2010). Another former board member commented that “President Crouch came here with a tremendous amount of energy. It has been a real challenge to try and keep up with him” (F. Penn, personal interview, February 23, 2010).

Hard work may be less of a strategy for change and more of a criterion. If leaders want to create change in their organizations, they better be willing to work hard. President Crouch has certainly not been afraid to work hard. “He works harder than anyone I know. He never quits,” said Scanlon (M. Scanlon, personal interview, April 1, 2010). It is important for members of any organization to see their leader doing everything he or she can to make sure that the organization is moving forward according to the new vision.

Similar to hard work, staying positive may be less of a strategy and more of a criterion for successful organizational change. President Crouch is certainly a good example of staying positive. During several hours of observation, there were a few expressions he used over and over as he interacted with people. Those words were “Great!” and “Super!” and “Wonderful!” (W. Crouch, personal observation, May 12, 2010). He is very encouraging toward the faculty, staff, and students.

Passion, energy, a willingness to work hard, and a positive attitude have been important strategies President Crouch has used striving to create change on campus. Without these qualities, chances are that the changes would take much longer to implement.

Being Willing to Spend the Money

Creating change certainly costs money. In order for changes to occur, a leader must first find the funds needed and then be willing to spend it. Prior to President Crouch coming to campus, President Patterson tried to avoid spending money as much as possible. As a result, there were not many notable changes on campus during his presidency.

However, there are some who say that President Crouch spends too much money trying to create his desired changes. For good or for ill, the realities are that in order to make changes to campus, it will cost money and so a leader must be willing to spend where appropriate.

Transparency in Change

A leadership concept that seems to be gaining popularity is the notion of transparency. Transparency in leadership is defined as being open and honest with all constituents and leading without anything to hide. According to President Crouch, “transparency in change is really critical. I think a change agent has to be very transparent. But it also means you are very vulnerable” (W. Crouch, personal interview, March 4, 2010). When former faculty and staff members heard President Crouch’s quote on transparency in other interviews, they simply laughed and said that is not true. According to Apple, most faculty believe that Crouch is not transparent (L. Apple, personal interview, May 28, 2010). “Transparency for Crouch is telling us what he thinks we need to know,” said a former faculty member (Anonymous, personal interview, March 7, 2011). Fruge referenced several instances when Crouch gave very public confessionals that just felt so fake. In the end, he said, Crouch would just turn his

weakness into an opportunity to brag about himself (E. Fruge, personal interview, February 25, 2011).

The “Dirty” Strategies for Creating Change

In addition to the strategies listed previously, there are a couple of very important ones that became evident in the data. Sometimes creating change is not easy and can even be a bit “dirty” at times. The sneaky strategies for creating change are those approaches that some would see as unethical, underhanded, or possibly even a bit dishonest. In reviewing the past 20 years at Georgetown College, President Crouch has certainly deployed some of these dirty strategies for creating change on campus.

Bending the Rules

At times, change agents will bend the rules (or bend the truth) a bit to better serve what they perceive as a nobler purpose. According to some, President Crouch is guilty of doing this at Georgetown College. Lindsey Apply shared one such example:

Crouch will bend around the rules to get things done. The Equine Scholars Program is an example of this. It was supposed to bring Georgetown College big bucks because we would be tapping into the horse industry. But the faculty had questions about that because, “Does it fit into a liberal arts framework? Or is this professional education?” [Something Georgetown had been criticized by SACS for.] But that was one of his big programs that he started outside the faculty without their permission. I do not think that program was ever approved by the faculty. (L. Apple, personal interview, May 28, 2010)

President Crouch will even admit to not always playing by the rules. He confessed in an interview how at times he gets really frustrated with the slow process of academia. He justifies bending the rules from time to time because if he followed the slow process of shared governance, many of the opportunities that he has been able to take advantage of would have passed by. He said, “I do a lot of work behind the scenes to take advantage of an opportunity and announce it to the campus. Then I have to do the

hard work after that [to get it implemented]” (W. Crouch, personal interview, March 4, 2010). A perfect example is when President Crouch committed to the Cincinnati Bengals that the College would build their training camp before ever getting approval from the Board of Trustees.

During a couple interviews it came out how Crouch at times will bend the truth just a bit during public speeches. Either Crouch does not always have his facts and numbers straight, or else he uses this as a tool to make things sound just right when selling his ideas to a particular constituent group (D. Moody, personal interview, March 2, 2011; E. Fruge, personal interview, February 25, 2011).

There is a well-known saying that “sometimes it is easier to ask for forgiveness than it is to get permission.” The concept seems to ring true when trying to create change on campus. At times leaders may choose to bend the rules and make the change happen if they believe it is in the best interest of the institution.

An Ulterior Motive

Another “dirty” approach for creating change is doing things at times for the wrong reasons. Sometimes leaders will make certain changes on campus even though their motives are not always the purest and noblest. The key is how the leader is able to “spin” the change.

President Crouch has been masterful in making people believe what he was doing was for them, when in actuality it often was more beneficial for himself or the College. He sold his President’s Mentoring Program on the premise that it would be of great benefit to the students who participated and as a way to give back to the Georgetown

community. Even if that was true, this program was created as a way to recruit outstanding local high school students to Georgetown.

Crouch had an ulterior motive in forming the partnership with the Cincinnati Bengals (Früge, 2011). The Bengals contract was signed in hopes that it would turn into a fundraising machine. Crouch was allowed to purchase access to a suite at the Bengals Stadium in Cincinnati, a perfect place to take donors. He also would invite prominent local business people to campus for spring training camp to meet players and coaches. In the end the partnership with the Bengals has not panned out as Crouch had stated it would and has cost the College a lot of money.

Crouch implemented the Faculty Diversity Program. Georgetown College committed to all students of color that they would pay for their graduate degrees. As part of the agreement, those students would have to come back to the College and teach for five years. Although students benefited from this program, ultimately it was designed to strengthen the College and increase the number of diverse faculty on campus.

Forming a partnership with The First Tee program was more than just a goodwill gesture on the College's part. It was a strategy for increasing the diversity on campus. President Crouch even admitted in an interview with the *Lexington Herald-Leader*. He said, "this has become the best program I have seen to recruit diversity" (Lannen, 2004, April 21). Again, what appears to be a noble cause serves as a different purpose underneath.

In order to achieve Phi Beta Kappa status, the institution had been told it needed to increase the percentage of minority students on campus. In August 2005 Georgetown College officially adopted all the alumni of Bishop College. This move on the part of

Georgetown was painted as one Baptist institution extending a helping hand to another that had closed its doors in 1988 due to financial trouble. Although that is true, President Crouch also saw it as a way to (1) increase diversity on campus, and (2) tap into a new pool of potential donors after the Kentucky Baptist Convention money had dried up.

An underlying theme that continues to emerge in the data for over a decade is that Georgetown College is striving to achieve Phi Beta Kappa status. It appears as though every decision is focused on this achievement, whether it is adding more diversity, building a new library, or attracting better students. However, Crouch does not seem to sell this goal as his focus for the changes being made on campus. Instead, he seems to focus on the “nobler” motivations or outcomes that will come from the change. Unfortunately, his good intentions seem to backfire as the true motivation plays out over time. A former administrator said, “Everyone thinks it is just a big joke because we all know it is impossible with our current debt levels and small endowment” (E. Fruge, personal interview, February 25, 2011). Lindsey Apple said:

There was not much negativism associated with Crouch’s push for Phi Beta Kappa status until many faculty began to think, okay, Crouch is using this as a public relations tool. He has no intention of trying to get there, it just sounds good in a speech. And that is when the negativism began, because he was not moving in that direction on other fronts that are required. (L. Apple, personal interview, May 28, 2010)

In an interview with President Crouch, he conceded that he has finally decided to move beyond his desire to achieve Phi Beta Kappa status. He had recently returned from a meeting with a group of college presidents who advised him not to focus on this goal anymore. They told Crouch that Phi Beta Kappa will force Georgetown College into a model that will not work anymore because their requirements are not congruent with the twenty-first century. Crouch cited as an example how Phi Beta Kappa requires schools to

have 265,000 books in their libraries, but Georgetown College only has 165,000. Instead, Crouch said he would rather spend money on advancing technology as it relates to information literacy than to purchase the remaining 100,000 books (W. Crouch, personal interview, April 30, 2010).

Not achieving Phi Beta Kappa status was a major shortfall during Crouch's tenure. Although the recommendation of fellow college presidents may have had some influence on the decision, it is also likely that Crouch finally determined that reaching Phi Beta Kappa status was an unachievable goal during his tenure. Rather than continue to focus on this goal, he would rather spend his last years on campus focusing on other changes that are more attainable.

Using Legal Means if Necessary

The final "dirty" strategy for creating change that emerged from the data is to use legal means if necessary. This strategy only came out after Georgetown's attorney received clearance from President Crouch to discuss the "real" story behind a very important change on campus.

When Georgetown College separated from the Kentucky Baptist Convention, it was sold as being great for the institution. And in the end it has turned out to be a good situation for the College. How did the actual change happen? According to the lead attorney on the case, it happened behind closed doors. Georgetown College worked with their legal team to create a legal environment that gave the Kentucky Baptist Convention a strong reason to negotiate. The lead attorney, Jim Newberry, shared the details of the negotiations during an interview. He said:

We scoured the covenant agreement, case law, the bylaws, everything we could to find every way that we could blow this covenant agreement up. At the end of the

day, we had some ways that we could make the change and have control of the situation. We took some hardnosed legal positions but still trying to do it in a brotherly fashion. Every conversation I ever had with anyone from Georgetown College, especially Bill Crouch, was to try and end this in a fashion that was consistent with Georgetown College's history as a Christian institution and to do it in an amicable fashion so that the long-term relationship with the Kentucky Baptist Convention was enhanced rather than destroyed. There were some effective legal arguments that helped us. It was useful to have some aces in the hole to play if need be. But it was everybody's hope that we would not need to go there. And luckily we never had to go there. (J. Newberry, personal interview, May 25, 2010)

In the end, if all else fails, there is always the option of using legal means to create change. President Crouch and Georgetown College have certainly utilized this strategy before to their advantage.

The X Factor

This study revealed the "X Factor" for creating change on campus. One of the most important factors in creating change on campus is the length of tenure of the president.

Length of Tenure

Change takes a lot longer in higher education compared to the business world so presidents must be patient. However, in recent years presidents have not always had the luxury of being patient.

According to the American Council on Education, the average tenure of a college or university president is 8.5 years (2007). Therefore, if presidents are only in office for 8-10 years, they have to move fast and consequently have to use a more aggressive (and sometimes less friendly) approach to creating change. If presidents, like President Crouch, are in office for many more years than the average term, it gives them more time to build coalitions and support for proposed changes. It also gives more time for their

vision to be adopted on campus and to become cemented into the culture of the institution. This also allows for them to wait out their critics.

President Crouch's lengthy tenure (nearly 20 years) at Georgetown College has allowed for him to prove his motives and earn much-needed social capital among his constituents. As faculty, administrators, students, and alumni have observed his work and watched him implement important changes, they have seen his good intentions for the most part and are now more willing to trust his vision and give him the leeway to move forward. His lengthy tenure has also allowed for him to get the Board members he needs in place. Now that Crouch controls the board, he can recommend his friends and supporters as new Trustees.

When President Crouch first arrived on campus he planned to only stay a few years and to use this opportunity as a stepping stone to another presidency. In his first five years on campus he was constantly proposing new ideas and was aggressively implementing changes on campus, oftentimes without much support. Looking back he realizes his approach was not always the most tactful and at times lacked patience. He was quoted as saying that in his first five years he "would have liked to have been less of the mover and shaker" (Stepp, 1997, March 16). He stated:

There are differences between the early years and today. Early on, I did not have the time to do things right because the expectations for change were so high... When I first came, I thought I would only be here 5 years. So I had 2 things in my mind, (1) How can I change this college as quickly as I can? And (2) What changes can I put in place that will impress the next college that wants to come get me? (W. Crouch, personal interview, March 4, 2010)

Once Crouch made the decision that he was going to stay at Georgetown College until retirement, this afforded him the freedom of taking his time on implementing his vision and proposed changes to campus. Crouch said,

Years later, people say, this must be a good thing if he is doing this. I have built a lot of trust now. The trust I have built is also why I will not leave here to go to another presidency. I do not want to have to start over. If you can survive this long, there are tremendous advantages to really being able to make changes. (W. Crouch, personal interview, March 4, 2010)

Length of tenure allows for patience which is key to change in higher education. Because change is slow, it is important for leaders to make a commitment to the long, hard work involved. When presidents have committed to being on a campus for an extended period of time they can be a little more patient with the desired change. Crouch said in April of 2010 that he plans to be at Georgetown for six more years. Once he made the decision that this was going to be his only college presidency, he became more patient (W. Crouch, personal interview, April 30, 2010).

This research study is designed to answer the question, “What are the strategies and processes that Georgetown College leaders have used to change their institution?” The approaches outlined above were the strategies that President Crouch has used to create change on Georgetown’s campus. In addition to discovering these strategies, this study is also meant to analyze whether or not the strategies for change used by President Crouch align with those outlined in Burton Clark’s, George Keller’s, and John Kotter’s organizational change theories.

Change at Georgetown through Different Lenses

There are three organizational change theories that have served as a theoretical perspective for this dissertation study. Burton Clark’s case study model developed from sagas and organizational change (Clark, 1992; Clark, 1971); George Keller’s work and theory developed from his study of Elon College (Keller, 2004); and John Kotter’s organizational change theory developed after years of studying all types of organizations

(Kotter, 1996). All three will be analyzed to see if they align with the strategies used at Georgetown College by President Crouch.

Burton Clark's Change Model

In Burton Clark's book, *The Distinctive College: Antioch, Reed, and Swarthmore* (1992), he wrote about how organizational sagas can lead to organizational change. The three times sagas can lead to change are when starting a brand new organization, during times of crisis within the organization, and when the organization is in a "state of readiness." He also wrote about five components that help influence organizational change. Those five components are the *personnel core* – getting people bought into the proposed changes; the *program core* – the changes must be visible; the *social base* – constituents must be supportive; the *student subculture* – the students must support the change; and the *ideology* – changes must be cemented into the ideology of the organization.

Obviously President Crouch was not faced with creating a brand new higher education institution, so the first type of saga that Clark wrote about is not relevant to this study. However, there were moments of crisis at Georgetown that were causes for change as well as times when the College was ready for change.

One of the biggest crises that Georgetown College has faced during President Crouch's tenure is the financial viability of the institution. In fact, President Crouch was hired because of his background in fundraising and the Board was concerned about their small endowment. In comparing Georgetown College's endowment to other Kentucky liberal arts colleges and universities, it falls way short. For instance, in 2010, Berea College's endowment was around \$870 million: Centre College's endowment was around

\$150 million; Transylvania University's endowment was around \$115 million; but Georgetown College's endowment was only around \$30 million.

Although Georgetown College's endowment is quite a bit smaller, it should be noted that President Crouch has grown the Georgetown College endowment from \$14.6 million in 1991 to just over \$30 million where it is today. Factoring for inflation, that \$14.6 million in 1991 would be worth \$22.7 million today. President Crouch was hired to expand the endowment, and he has done so.

The College has always seemed to struggle financially and just barely break-even from year to year. This is no different today than it was when President Crouch arrived. President Crouch has always been able to balance the budget at the end of the year, but he often has had to go to a wealthy donor to beg for a gift of a million dollars or more to bring the balance out of negative numbers back to zero. In fact, in one recent development meeting President Crouch mentioned that he feels his go-to donors who provide these end-of-the-year gifts are "drying up" and that the College needs to find some new benefactors to go to for assistance (W. Crouch, personal observation, May 12, 2010). According to Eric Fruge who used to work in the development office, this is an old speech, one that Crouch used to give occasionally when he did not want to be held accountable for the College not raising enough money (E. Fruge, personal interview, February 25, 2011). Former Trustee Dwight Moody says that Crouch is probably correct saying that his go-to donors are drying up. But it is not because they do not have money but that Crouch has alienated them. He pressures people to give too much, too quickly (D. Moody, personal interview, February 25, 2011). For example, when one of the College's largest donors and name-sake for the library, Clyde Ensor, recently passed

away and there had been talk of possibly getting a \$100 million gift and renaming the institution Ensor College. In the end he left nothing in his billion-dollar will for Georgetown College.

Another time that Crouch used the financial crisis to create change on campus was when he worked to separate the College from the Kentucky Baptist Convention. Because the College was in need of financial help, Crouch saw that the only solution was to transform the make-up of the Board of Trustees. However, he was prevented from doing this because of the College's association with the Convention. So Crouch used the financial needs of the institution as an excuse to separate from the Convention so that he could begin bringing more influential donors onto the Board of Trustees. Similar to separating from the Baptist Convention, Crouch also created the Georgetown College Foundation as a way of bringing non-Baptist and out-of-state alumni into affiliation with the College.

The financial issue has always been a crisis that has led to changes on campus. Unfortunately for Georgetown College, the sad news is that this crisis is not going to go away anytime soon. The good news is that a crisis can be a catalyst for change, and President Crouch will no doubt take advantage of this opportunity.

According to Clark, another saga that prepares a college for change is what he calls a "state of readiness" (1971, p. 505). This principle certainly was true with Georgetown College. When President Crouch was hired, members of the Board of Trustees talked about how the campus was ready for some changes (R. Baker, personal interview, March 8, 2010; F. Penn, personal interview, February 23, 2010; S. Watson, personal interview, February 1, 2010).

Clark's belief that the *personnel core* must buy into the proposed changes definitely aligned with the strategies Crouch used at Georgetown College. President Crouch worked hard to get buy-in from the faculty, staff, students, alumni, and community. By doing so, he was able to get the necessary support for many of the changes he proposed. If he had not done this, he would never have been able to accomplish what he has been able to thus far.

Clark wrote about the *program core* and the importance of visible changes. Similarly, Crouch talked a lot about making a splash and creating changes that were visible to the campus. Before even accepting the position he demanded financial support for some immediate improvements to campus. He planted flowers, painted buildings, and renovated the president's office. He also began working with the students to make changes to the dorms. These short-term visible enhancements were signals to the campus community that positive things were happening.

The third component for change that Clark wrote about was the importance of support from the *social base*. Again, Crouch was very intentional about getting buy-in for his proposed changes from his social base. Working with the faculty, staff, students, alumni, and community was vital to the success of President Crouch.

In order for institutional changes to really take hold, Clark wrote that they must be accepted by the *student subculture*. Knowing that the students are the quickest to accept change, that is where Crouch began first. He said in a couple of interviews that "It did not take long to change attitudes of the students, and that is where I went. I knew it would be hard to change the culture of employees, but I knew I could change the students

quickly” (W. Crouch, personal interview, March 4, 2010; W. Crouch, personal interview, December 8, 2009).

The final component that Clark wrote about is *ideology*. In order for change to occur, Clark believes that the changes have to become cemented into the ideology of the organization. Although the word “culture” did appear a few times in the data, it was not spoken of much at all by Crouch or the other interview subjects. Clark felt that was a very intentional strategy as his study outlines. President Crouch would benefit from focusing more on this area, so that the changes he institutes are cemented into the long-term life of the institution and persist long beyond his tenure on campus.

George Keller’s Change Theory

George Keller wrote about change in higher education in his book, *Transforming a College: The Story of a Little-Known College’s Strategic Climb to National Distinction* (2004). In his writings he highlighted six strategies that helped transform Elon University over the past couple of decades. The strategies that he wrote about were “quality everywhere,” an addiction to planning, hiring the best people, finding your niche, good financial decisions, and marketing the institution.

In comparing strategies for change at Georgetown to those outlined by Keller, there are some that are similar and others that the College seems to not be utilizing. One strategy from Keller’s book that President Crouch is known for on campus is “*quality everywhere*.” President Crouch spoke several different times about his focus on “quality everywhere.” He talked about hiring better faculty and staff, improving the buildings and campus grounds, recruiting better students, providing better food in the cafeteria, and finding better ways to teach using technology.

Crouch also shared how the College is striving to *hire the best people*. In one interview Crouch talked about how the College has instituted a policy that they will only hire “happy” people (W. Crouch, personal interview, March 4, 2010). Crouch believes that happy people are more productive, better colleagues, provide superior service to students, and make the institution better.

Another strategy from Keller’s work that Crouch has mastered is *marketing the institution*. Crouch takes advantage of every opportunity to get Georgetown’s name in the newspaper. He also uses other creative methods for promoting the College, such as inviting well-known people to campus like Chi Chi Rodriguez and President George H.W. Bush.

President Crouch and Georgetown College have not focused as much on strategic planning, finding their niche, and making good financial decisions. Research reveals that planning and strategic thinking were never topics of conversation. Elon College made painstaking efforts to ensure that all offices were establishing strategic priorities and goals and that those were followed closely. Conversely, Crouch was even criticized by some for a *lack of strategic planning* and an ever-changing list of priorities. A focus on strategic long-term planning would have certainly benefited Georgetown College.

Elon College was successful because of its willingness to create its own *distinctive niche* in the crowded higher education landscape. Rather than trying to be like all the other schools, Elon decided to focus on engaged learning, action-oriented pedagogies, and a broad experimental style of education. According to Keller, this is what separated them from their peers. In many interviews, conversations, and publications, Centre College, Transylvania College, and Berea College were mentioned

as schools that Georgetown is aspiring to be like. Rather than focusing on those schools, Georgetown would be better served to adopt Elon College's strategy, find its niche, and build the college from there. It should be noted that Georgetown is trying to distinguish itself with their programs of distinction. These academic programs (e.g. Equine Scholars, First Tee Scholars, and Global Scholars) have been designed to attract niche students.

Finally, Keller wrote about the importance of *making solid financial decisions*. Making good financial decisions is less of a strategy for change and more of a requirement for being able to do so. When the history is written about President Crouch many years from now, one negative surrounding his presidency will be the issue of debt, how and where money was spent, and where the money came from.

John Kotter's Change Strategies

In 1996, John Kotter published his well-known steps for creating organizational change in his book *Leading Change*. His theory suggests that if organizations want to effectively achieve change, they can follow an eight-step process. Those steps are: (1) establishing a sense of urgency, (2) creating a guiding coalition, (3) developing a vision and strategy, (4) communicating the change vision, (5) empowering broad-based action, (6) generating short-term wins, (7) consolidating gains and producing more change, and (8) anchoring new approaches in the culture.

In comparing Kotter's change model to the strategies President Crouch used at Georgetown College, there are indeed some similarities. President Crouch used Kotter's steps of creating coalitions, developing vision, communicating the vision, empowering broad-based action, generating short-term wins, and consolidating gains and producing more change (Steps 2, 3, 4, 5, 6, and 7). Kotter's steps of establishing a sense of urgency

and anchoring new approaches in the culture (Steps 1 and 8) were not as evident in the data.

Kotter writes about how it is important for change agents to *establish a sense of urgency*. President Crouch may have done this during his tenure, but it did not strongly come out in the interviews, observations, and document analysis. Creating a sense of urgency can be a powerful step in getting people to buy into the change, but it has to be done with just the right amount of emphasis. Too much urgency causes people to fold and refuse to get on board. Conversely, without any urgency people will not see the need for change, they will become satisfied with the status quo, and they will become complacent due to the comfort of their current situation. President Crouch could have taken more time to build urgency for the proposed changes.

Crouch instead created a sense of urgency for his proposed changes *after* he proposed the change. Former staff and faculty members shared experiences where he expected them to implement his ideas immediately. Building urgency for change needs to be done on the front end as a method of creating buy-in, not on the back end as a method of motivation through fear.

President Crouch talked quite a bit about the importance of forming relationships with the Board of Trustees. He understands that there is no relationship more important than with the board. For that reason, he has done a nice job *creating coalitions* with not only the board but with different constituency groups around campus. A coalition should be the group of individuals on campus who have the respect, power, and leadership to lead the change.

The most recent example of Crouch *forming coalitions* is with the Flight Teams that he has created in the past year. These Flight Teams are comprised of those who Crouch perceives as the leaders among the faculty, staff, administrators, and students, which is what makes the Flight Teams work. They are made up of the decision-makers and the people who can push through the changes. Their charge is to address the issues on campus and to find solutions on how things can be improved. Using the Flight Teams allows Crouch to accomplish his goals without having to be the person out in front leading the entire way.

If Crouch was masterful at one thing it has been *developing the vision* and then *communicating that vision*. Where Crouch has been criticized is with his ability to implement the vision. There was hardly a newsletter, campus-wide email, newspaper article, or speech that President Crouch did not promote his vision for a new initiative that he was trying to push through. He was successful in selling the Cincinnati Bengals to come to Georgetown; he sold the Kentucky Baptist Convention on amicably separating; he sold the First Tee on starting their scholarship program; and the list goes on and on. “He is the ultimate salesman,” said former faculty member, Lindsey Apple (L. Apple, personal interview, May 28, 2010). “He can preach well when he wants to,” said a former employee (Anonymous, personal interview, March 7, 2011). “He is tall. He dresses well. He gets up in public and says just what needs to be said. He indeed has a true gift” (D. Moody, personal interview, March 2, 2011).

Similar to creating a guiding coalition, *empowering broad-based action* is important when it comes to creating change on campus. In order for change to occur within an organization it is important for the leader to create an environment where

participants feel comfortable implementing new ideas, taking risks, and working toward the change. This particular step in Kotter's change process is one that would be highly debated by those who have worked with Crouch. There are those that would say he is very supportive and allows for autonomy in creating change. On the flipside, there would be some who would say he only pushes through his changes and suffocates any changes for which he is not responsible. Crouch admittedly was not very good at allowing others to participate in the change process in the early part of his presidency. Even some of his critics admit that he has become better at empowering broad-based action in recent years.

Perhaps the one step within Kotter's model that Crouch does best is *generating short-term wins*. Hardly a year has gone by that President Crouch has not created some change on campus. He is a master of making a splash but unfortunately has done so on borrowed money. These short-term wins are important because they signal to the students, faculty, staff, alumni, and community that changes are occurring and that the institution is heading in a new direction. Whether or not the short-term wins are beneficial to the institution in the long run can be debated, but this is indeed a strategy that Crouch has used very successfully during his tenure at Georgetown College.

The final, and most important, step in Kotter's model is *anchoring the new approaches in the culture*. When analyzing the changes that Crouch has implemented, it is not clear which changes have been cemented into the culture of the campus. Obviously some campus changes will survive when he is long gone, but this may be more of a product of his long tenure as president rather than his focus on anchoring the changes in the culture.

The one time that President Crouch talked about changing the culture was when he referenced changing the student culture. He said, “I knew it would be hard to change the culture of employees but I knew I could change the students quickly” (W. Crouch, personal interview, December 8, 2009). This was his focus early on and still seems to be the case today.

As for whether or not the other changes Crouch has implemented have been anchored into the culture remains to be seen and only time will tell. If the changes that have occurred over the past 20 years have not been cemented into the culture then it is possible that things may revert back to the way they were. As with all changes, some will most likely stay and others will go back to the way they were before when a new president arrives.

Concluding Thoughts

One of the most fascinating things that came out in this study was the conflicting leadership styles of President Crouch. He has a side to him that is very much a strong change agent, a cut-throat CEO type. If you are not with him, you are against him and he will make sure you are not around long (Anonymous, personal interview, March 7, 2011). But he also has this very tender, compassionate, ministerial side. He loves people. He would bend over backward to do something nice for someone in need. The problem is that his Jekyll and Hyde approach is very hard to read for the faculty and staff and they do not always know who they are dealing with.

With all these changes that Crouch attempted to make, fundamentally the College has not undergone much of a transformation over the past 20 years. Yes, it has been able to grow some, add a few new buildings, recruit a little bit better student, and add a few

new programs. However, the one thing that would have inarguably transformed the institution, a larger endowment, has not happened. The endowment has not grown much in the past twenty years beyond expected market growth while the debt has absolutely skyrocketed.

Many of the new programs and initiatives really have had very little impact on the core mission of the College. So much time has been spent the past twenty years with proposed changes around the margins that the College has not been able to move forward in a focused and organized way. Former Trustee and faculty member, Dwight Moody, used a couple of analogies to make the same point. He likened Georgetown College to a boat and shared how he gets frustrated that the captain (President Crouch) spends all his time with the buoys around the boat rather than on driving the boat forward. Moody also talked about what a beautiful job Crouch has done decorating the tree with tinsel and lights, but that he has forgotten to water the tree along the way (D. Moody, personal interview, March 2, 2011). As a result of these changes around the margins, the College is now in a tremendous amount of debt and is very likely to face major problems in the upcoming SACS review in 2012.

Summary

In conducting the research for this study, it is clear that President Crouch used a number of strategies for creating change at Georgetown College. The strategies that emerged from this study of Georgetown College were:

- A Strong, Charismatic Leader
- Selling the Vision and Communicating the Change
- Surrounding Yourself with the Right People
- Getting Buy-in from Constituents: The Board, Faculty, Staff, Students, Alumni, and Community
- Group Decision-Making

- Making a Splash
- Finding One That Sticks
- Using Rankings as a Tool for Change
- Passion, Energy, Hard Work, and a Positive Attitude
- Being Willing to Spend the Money
- Transparency in Change
- Bending the Rules
- An Ulterior Motive
- Using Legal Means if Necessary
- Length of Tenure

The strategies for creating organizational change that surfaced in this study were similar to those outlined in Burton Clark's model, George Keller's study, and John Kotter's theory. However, even though there were many similarities between these three theories and study findings, it was apparent that President Crouch missed some important steps in creating organizational change, the most important step being cementing the change in the ideology or culture.

Only time will tell if the changes that were made to Georgetown College over the past 20 years will be here 20 years from today. Given the unfocused nature of some of these changes, it is likely that many of the programs implemented by Crouch will be disbanded after he is gone.

CHAPTER FIVE: SUMMARY, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION

This research study consists of five chapters. Chapter one provided an overview and introduction to the study, discussing the background and rationale for this research. It introduced the questions guiding this study and the methodology for conducting the research. As with all research, there are assumptions, limitations, and areas of significance, all of which were discussed in the first chapter.

Chapter two provided an overview of the literature related to this study. It highlighted historical as well as recent research on leadership, organizational change, change in higher education, and organizational culture.

Chapter three told the history of Georgetown College and provided a short summary of each president leading up to the hiring of President William Crouch in 1991. This chapter then focused on the changes that have taken place on campus during President Crouch's tenure.

Chapter four discussed the findings discovered during this study and compared these concepts to three different higher education change theories, namely Burton Clark's Change Model, George Keller's Change Theory, and John Kotter's Change Strategies.

This chapter, chapter five, will provide an overview of this dissertation study, a summary of the findings, a discussion of implications, and a listing of recommendations for further study.

Purpose of the Study

Creating change in higher education can often be a very long, time-consuming, frustrating process. Similar to the challenges of getting a large aircraft carrier to quickly

change course, a college or university is often unable to alter its path very easily.

Therefore, the purpose of this research study was to explore strategies for change that leaders in higher education can use to influence the change process.

Research Questions

This qualitative interview study was conducted at Georgetown College, a small liberal arts college located in Georgetown, Kentucky. The questions guiding the study were:

- 1) What are the strategies and processes that Georgetown College leaders have used to change their institution?
- 2) How do the strategies and processes found at Georgetown College align with other organizational change theories?
 - a. Burton Clark's case study model and theory developed on sagas and organizational change (Clark, 1992; Clark, 1971).
 - b. George Keller's work and theory developed from his study of Elon College (Keller, 2004).
 - c. John Kotter's organizational change theory (Kotter, 1996).

The first question was meant to identify the strategies that President Crouch used to create change on campus. This information may be useful to other leaders across higher education in providing them with some ideas of how they might go about influencing change on their own campuses. Again, the focus of analysis with this question was on the strategies used to create change and not the outcome. The primary concern was how the change was made and not its effectiveness or impact. The second

question was meant to identify similarities and differences in the Georgetown College change process with the general organizational change theories that already exist.

General Methodology

To complete this qualitative interview project, I conducted a single-case study of Georgetown College. The process of data collection consisted of several interviews with President William Crouch, former and current faculty members, former and current staff members, former students, and former and current Board of Trustees members. In addition, I spent time on campus observing President Crouch, attending meetings with him, and watching him interact with faculty, staff, and students. I also spent time in the Georgetown College archives reviewing old email communications, yearbooks, student newspapers, campus newsletters, alumni mailers, reports, brochures, pamphlets, budgets, and other College artifacts that were helpful in piecing together the story of Georgetown College during President Crouch's tenure. The data was then analyzed to find major emerging themes and to identify strategies, processes, and practices that were used to create organizational change at Georgetown College.

Findings

This study supports most of the current research regarding successful organizational change. It was able to expand the body of literature by providing additional strategies for creating change as well as a specific example of how organizational change in higher education is actually happening. In conducting this study I found that that President Crouch used a number of strategies for creating change at Georgetown College:

- A Strong, Charismatic Leader
- Selling the Vision and Communicating the Change

- Surrounding Yourself with the Right People
- Getting Buy-in from Constituents: The Board, Faculty, Staff, Students, Alumni, and Community
- Group Decision-Making
- Making a Splash
- Finding One That Sticks
- Using Rankings as a Tool for Change
- Passion, Energy, Hard Work, and a Positive Attitude
- Being Willing to Spend the Money
- Transparency in Change
- Bending the Rules
- An Ulterior Motive
- Using Legal Means if Necessary
- Length of Tenure

These strategies were used to create organizational change at Georgetown College. In comparing them with Burton Clark's model, George Keller's study, and John Kotter's theory, there are many similarities as well as some new strategies. There were also some strategies that President Crouch missed in creating organizational change, the most important step being cementing the change in the ideology or culture. Only time will tell if the changes that were made to Georgetown College over the past 20 years will still be in place many years from now.

The findings from this study will hopefully be useful for other college and university leaders who are interested in creating change. Although this study was conducted at a small liberal arts college with the president serving as the focal point, many of the strategies listed should be useful for any leader at any level within any type of institution.

Implications

Although the strategies found in this study should be helpful in creating organizational change in higher education, it is important to note a few things about process. The following are some implications that can be drawn from this study.

The first, and probably most important, is that organizational change takes significant time, energy, and resources. The amount of time, energy, and resources will depend on the desired change, but leaders need to understand that changes will not occur quickly. Also, there are typically far more changes that need to be made than there is time or resources to address them. The task then becomes identifying only those changes that are the most relevant, desirable, and feasible.

Second, there is no one single magic formula or list of strategies for creating successful organizational change. Yes, the strategies found in this study should be helpful and useful, but they should not be used as a prescription for organizational ills or a step-by-step model for creating change. Organizations are very dynamic and unique and so each strategy should be considered with caution and only used where appropriate.

Third, change is not linear but is cyclical. As the famous quote from fifteenth century philosopher Francis Bacon says, “We rise to great heights by a winding staircase.” So it is with creating change in higher education. It is not accomplished in a linear fashion. Instead, in almost every case, desired organizational changes need to be revisited and revised over time. Along the journey toward a new organization, leaders may have to return to a previous change and undo something they have done in order to keep the organization moving in the direction they are intending for it to go.

A fourth thing to keep in mind is the notion that some have that “there is nothing I can do” to make things better. Presidents are not the only important change leaders. Everyone in an organization can influence organizational change. If leaders within higher education will create a vision, communicate the proposed change process, surround themselves with people who buy into the stated vision, get buy-in from

appropriate constituents, and celebrate short-term wins along the way, they can be successful in creating organizational change.

Fifth, when creating change, it is important to consider all constituent groups (the board, faculty, staff, students, alumni, and community) to make sure that all are engaged where appropriate in the change process. The most successful changes are typically a result of a team effort in which the proper constituents are involved in the process. Because the culture of the institution will live on in the faculty and students, these groups should receive particular focus in the process.

Sixth, “Change is learning and learning is change” (Scott, 2003, p. 70). When a leader or president decides that a change is needed, it is often the responsibility of someone else in the organization to see the change through. In order for the changes to be implemented, those individuals might have to learn something new. In the process of learning about the new direction for the organization, the individuals often change as a result.

Seventh, it is important for presidents or other change agents to take a step back and look at their organizations from an outside perspective. Heifetz (1994) writes about how leaders need to view their organization from “the balcony” to see the patterns of the dancers below. Reading the institution from a big picture perspective is so important when deciding which strategies for change will be most effective in the change process. To accomplish this, presidents could set up reciprocal reviewing relationships with other presidents, hire outside consultants, or bring in new leadership to introduce new ideas.

Finally, the findings from this study have also been applicable to the professional experiences of the researcher. Having worked in higher education for a number of years

and being frustrated with the slow process for creating change, the strategies learned from this study will be helpful in my work as a change agent in higher education.

In this increasingly changing world, other institutions of similar size and mission might glean some concepts, suggestions, and processes they might implement to achieve similar changes.

Recommendations for Future Study

Dissertation studies can never address all the questions that surface and therefore naturally provide ideas for future study. Based upon the findings discussed in Chapter Four and due to the limited amount of research focusing on strategies for organizational change in higher education, I would propose the following recommendations for future study.

Because this is a single-case study, it would be valuable for similar studies to be replicated with other presidents at colleges and universities around the country to see if similar strategies prevail or if new strategies emerge. It would be helpful to study other private colleges and public institutions, both large and small, and in all regions of the country, with different charters and missions to see how similar or different the results might be.

It would be interesting to conduct this same study with different types of presidents, especially those who fall into under-represented groups. Would a female president use different strategies for change than a male president? How about an African-American president at a predominantly white college or university? Do presidents who have experience working in the business world use different strategies to create change than those presidents who come up through the more traditional academic

channels? What about presidents who are alumni or come from the local area and are more familiar with the culture as compared to an outsider?

Another recommendation would be to have a more intentional focus on the length of tenure of the college president. Would the strategies change if a president had only been in office for five years versus the 20 years that President Crouch has served at Georgetown? What about conducting a study at a school where a president was noted for creating change during his or her tenure but has since been retired for a significant number of years? For instance, it would be interesting to conduct this same study of Georgetown College and President Crouch 10 to 15 years from now after he is no longer in office and see what people think about the strategies he used to create change. One of the key factors limiting my study is that fact that I could not get many people to talk to me on record. Because President Crouch has such a strong influence on everyone on campus, all but one current employee refused to participate in this study. Even some former employees who agreed to participate only would do so if their comments remained anonymous. It would be interesting to see if people's responses and answers to their questions would differ if there was no longer any fear of repercussion with President Crouch no longer being in office.

It would be interesting to see if the change strategies used by President Crouch are applicable in other settings. Would Crouch's approaches work in non-profit organizations or even corporate settings?

Additional study is needed on the process of cementing changes into the culture, a strategy that is found in the literature but was not a strong part of this study. An entire

study could be conducted on just this one issue because this seems to be an area where many leaders struggle.

Finally, it would be interesting to study how an organization goes about creating change when it is not led by a change agent. If, for example, President Crouch was not a change agent, how would Georgetown College have implemented changes over the past 20 years?

The Rector of Georgetown

In 1964 Louis Auchincloss published a masterfully written novel called *The Rector of Justin*. This fictional novel has a lot of parallels to Georgetown College and President Crouch. The book tells the story of Justin Martyr, a private New England boarding school that was founded in 1886 by a larger-than-life minister named Francis Prescott. Prescott's desire is to create the perfect school, and he works at all costs to realize his dream. The story is told from the different perspectives of five narrators, an English professor, a trustee, a rebellious student (who is the son of the trustee), Prescott's best childhood friend, and the star football captain. Each narrator provides a unique insight into the life and legend of Mr. Prescott.

Georgetown College, like Justin Martyr, has been led by charismatic leader for the past 20 years. President Crouch, like Francis Prescott, has worked extremely hard to trying to improve Georgetown College, sometimes at all costs, and not always with the best outcome. But as hard as both men tried, in the end, the schools have not turned out to be what they dreamed they would become. On the eve of Prescott's farewell he told his friends, "I see that Justin Martyr is like the other schools. Only I, of course, ever thought it was different" (Auchincloss, 2002). Several interviewees stated this very

point, that Crouch is one of the few people who really thinks Georgetown has fundamentally changed.

Later in the book, after Prescott's death, the English teacher provides further insights into the life of the Rector. He wrote, "He knew his capacity to be petty, vain, tyrannical, vindictive, even cruel. He fully recognized his propensity to self-dramatization and his habit of sacrificing individuals to the imagined good of his school. Yet he also saw at all times and with perfect clarity that his own peculiar genius was for persuading his fellow men that life could be exciting and that God wanted them to find it also" (Auchincloss, 2002).

After studying Georgetown College and reading this book I have wondered if President Crouch feels the same way that Prescott did. Has his dream for Georgetown ever been realized? Does he look back on his time on campus and think that even he was too harsh at times on the people he led?

Conclusion

It is clear from this study that President Crouch has attempted to create organizational change at Georgetown College over the past 20 years during his tenure as president. Relying on the hard work of trustees, faculty, staff, administrators, students, alumni, and the community, President Crouch has been able to create some changes to the institution.

According to those I interviewed, some believe that Georgetown is a changed place while others believe that the College has not fundamentally changed much at all. Board member Mike Scanlon said, "Georgetown College is what it is because of President Crouch" (M. Scanlon, personal interview, April 15, 2010). Frank Penn, a

longtime supporter of Crouch, commented that “the Georgetown College that Bill Crouch agreed to be president of and the Georgetown College that we have now, other than some of the same buildings, it is hard to recognize” (F. Penn, personal interview, February 23, 2010).

Not all agree that the changes implemented by Crouch have made Georgetown a better place. One former employee said, “I believe the only change or legacy Crouch will leave is a culture of mediocrity and fear” (Anonymous, personal interview, March 7, 2011). Former faculty member Lindsey Apple said, “Unfortunately, I think most of the changes are surface changes. In terms of the dynamic by which the institution functions, I am not sure that much has changed. We are still struggling to have any kind of decent endowment. We still struggle to try to deserve a place alongside Transylvania College and Centre College as the key liberal arts colleges. I think the challenges are still very much the same” (L. Apple, personal interview, May 28, 2010).

Only time will tell as to the impact that President Crouch has had on Georgetown College. But when the history is written, there will certainly be a lot to say.

APPENDIX A: INSTITUTIONAL REVIEW BOARD PROTOCOL APPROVAL



Office of Research Integrity
IRB, IACUC, RDRS
315 Kinkead Hall
Lexington, KY 40506-0057
859 257-9428
fax 859 257-8995

www.research.uky.edu/ori/

Initial Review

Approval Ends
June 25, 2010

Project Ends
December 31, 2009

IRB Number
09-0330-P4S

TO: Jared Tippetts, M.A.
Education
518 Patterson Office Tower
Campus 0027
PI phone #: (859)257-6597

FROM: Chairperson/Vice Chairperson *NJT/ps*
Non-medical Institutional Review Board (IRB)

SUBJECT: Approval of Protocol Number 09-0330-P4S

DATE: June 26, 2009

On June 26, 2009, the Non-medical Institutional Review Board approved your protocol entitled:

Changing the Way We do Things Around Here: Strategies for Creating Organizational Change in Higher Education

Approval is effective from June 26, 2009 until June 25, 2010 and extends to any consent/assent form, cover letter, and/or phone script. If applicable, attached is the IRB approved consent/assent document(s) to be used when enrolling subjects. **[Note, subjects can only be enrolled using consent/assent forms which have a valid "IRB Approval" stamp unless special waiver has been obtained from the IRB.]** Prior to the end of this period, you will be sent a Continuation Review Report Form which must be completed and returned to the Office of Research Integrity so that the protocol can be reviewed and approved for the next period.

In implementing the research activities, you are responsible for complying with IRB decisions, conditions and requirements. The research procedures should be implemented as approved in the IRB protocol. It is the principal investigators responsibility to ensure any changes planned for the research are submitted for review and approval by the IRB prior to implementation. Protocol changes made without prior IRB approval to eliminate apparent hazards to the subject(s) should be reported in writing immediately to the IRB. Furthermore, discontinuing a study or completion of a study is considered a change in the protocol's status and therefore the IRB should be promptly notified in writing.

For information describing investigator responsibilities after obtaining IRB approval, download and read the document "PI Guidance to Responsibilities, Qualifications, Records and Documentation of Human Subjects Research" from the Office of Research Integrity's Guidance and Policy Documents web page [<http://www.research.uky.edu/ori/human/guidance.htm#PIresp>]. Additional information regarding IRB review, federal regulations, and institutional policies may be found through ORI's web site [<http://www.research.uky.edu/ori/>]. If you have questions, need additional information, or would like a paper copy of the above mentioned document, contact the Office of Research Integrity at (859) 257-9428.

Jarvis Van Tubbigen Ph.D./ps
Chairperson/Vice Chairperson



G E O R G E T O W N C O L L E G E

William H. Crouch, Jr.
President

400 East College Street
Georgetown, KY 40324
tel: 502-863-8030
fax: 502-868-7747
bcrouch@georgetowncollege.edu

 **COPY**

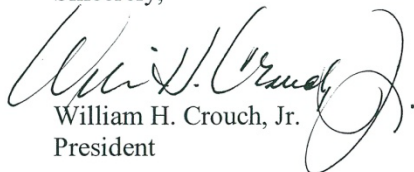
February 2, 2009

Office of Research Integrity
315 Kinhead Hall
University of Kentucky
Lexington, KY 40506-0057

To Whom It May Concern:

It is with pleasure that I support Jared Tippetts' request to conduct a study of Georgetown College in pursuit of his Doctorate Degree.

Sincerely,


William H. Crouch, Jr.
President

WHC/jr

your success site since 1787

APPENDIX B: INVITATION TO PARTICIPATE IN STUDY



Educational Policy Studies and Evaluation

*131 Taylor Education Building
Lexington, KY 40506-0030*

(859) 257-3178

Fax: (859) 257-4243

www.uky.edu/Education

DATE

NAME

ADDRESS

INSTITUTION

CITY, ST ZIP

Dear PARTICIPANT:

I am writing to invite you to participate in the “*Changing The Way We Do Things Around Here: Strategies for Creating Organizational Change in Higher Education*” study, a dissertation project designed to tell the story of the transformation of Georgetown College, and in so doing identify and describe organizational change strategies at one higher education institution.

Therefore, I am writing to request your participation and insights into this study. I would welcome the opportunity to interview you sometime within the coming month. If you are able and willing to participate in this study, please contact me at 859-257-6597 or jaredtippets@uky.edu to schedule an interview. I would estimate that our interview will last approximately one hour.

If you have any questions or concerns about participating in this study, you may contact me at 859-257-6597 or email jaredtippets@uky.edu, or my dissertation advisor, Professor John Thelin, at 859-257-4996 or jthelin@uky.edu.

Regards,

Jared Tippets

Doctoral Candidate

Department of Educational Policy Studies and Evaluation

APPENDIX C: CONSENT TO PARTICIPATE FORM

Consent to Participate in a Research Study

Changing The Way We Do Things Around Here:

Strategies for Creating Organizational Change in Higher Education

WHY ARE YOU BEING INVITED TO TAKE PART IN THIS RESEARCH?

You are being invited to take part in a research study about organizational change in higher education. You are being invited to take part in this research study because you have been identified and a subject who can provide beneficial information for this study. If you volunteer to take part in this study, you will be one of about 20 people to do so.

WHO IS DOING THE STUDY?

The person in charge of this study is Jared N. Tippetts of University of Kentucky Department of Educational Policy Studies and Evaluation. Jared is doctoral student and is being guided in this research by Professor John R. Thelin.

WHAT IS THE PURPOSE OF THIS STUDY?

The purpose of this study is to tell the story of the transformation of Georgetown College, and in so doing identify and describe organizational change strategies at one higher education institution.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST?

The research procedures will be conducted on the campus of Georgetown College. The total amount of time you will be asked to volunteer for this study is approximately 1 hour over the next year.

WHAT WILL YOU BE ASKED TO DO?

Subjects participating in this study will be asked to be interviewed by the principal investigator. The interview should take approximately 1 hour and will be recorded.

ARE THERE REASONS WHY YOU SHOULD NOT TAKE PART IN THIS STUDY?

You should not take part in this study if you do not want to have your interview recorded.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life.

WILL YOU BENEFIT FROM TAKING PART IN THIS STUDY?

You will not get any personal benefit from taking part in this study.

DO YOU HAVE TO TAKE PART IN THE STUDY?

Participating in this study is completely voluntary and you do not have to take part in the study if you do not want to.

IF YOU DON'T WANT TO TAKE PART IN THE STUDY, ARE THERE OTHER CHOICES?

If you do not want to be in the study, there are no other choices except not to take part in the study.

WHAT WILL IT COST YOU TO PARTICIPATE?

There are no costs associated with taking part in the study.

WILL YOU RECEIVE ANY REWARDS FOR TAKING PART IN THIS STUDY?

You will not receive any rewards or payment for taking part in the study.

WHO WILL SEE THE INFORMATION THAT YOU GIVE?

At the completion of this study, if the interviewee consents for their interview to become a part of the Louie B. Nunn Center for Oral History at the University of Kentucky, the interview will become the sole property of the University of Kentucky Oral History Program and will be kept for scholarly and educational uses. We may be required to show information which identifies you to people who need to be sure we have done the research correctly; these would be people from such organizations as the University of Kentucky.

CAN YOUR TAKING PART IN THE STUDY END EARLY?

If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. You will not be treated differently if you decide to stop taking part in the study. The individuals conducting the study may need to withdraw you from the study. This may occur if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you.

WHAT IF YOU HAVE QUESTIONS, SUGGESTIONS, CONCERNS, OR COMPLAINTS?

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Jared N. Tippetts at 859-257-6597 or the faculty dissertation advisor, Dr. John Thelin at 859-257-4996. If you have any questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll free at 1-866-400-9428. We will give you a signed copy of this consent form to take with you.

Signature of person agreeing to take part in the study

Date

Printed name of person agreeing to take part in the study

Name of [authorized] person obtaining informed consent

Date

APPENDIX D: INTERVIEW GUIDE

This interview guide is to be conducted in a one-on-one setting and to be recorded. Questions marked with an asterisk (*) are the priority questions and need to be the focus of the interview. The other questions can serve as prompts as needed.

Instructions

- Thank them for their time
- Explain general nature of the study
- Get permission to record the interview
- Have them sign consent form
- This will be a semi-structured interview, with the questions below used to guide the conversation as needed
- Indicate that the interview will take approximately 1 hour
- Ask if they have any questions before beginning

I have several questions that can guide us through our conversation. But, before I begin, I'd like to quick some quick background information on you.

Background Information

- How long have you been at Georgetown College?
- What have your roles been at Georgetown College?

Broad Question

- How have things changed during your time at Georgetown?
 - o From your perspective, what led to those changes?
 - o Were the changes intentional or more by chance?
- What strategies did the leaders of this change use to influence this change on campus?

Follow-up / Pointed Questions (From Burton Clark's Theory)

The Personnel Core

- Was there a charismatic leader that influenced the changes you have spoken about?
- Was there buy-in from the faculty?
 - o How was this buy-in created?

The Program Core

- Were there any new Innovative programs started?
 - o What strategies were used to bring these about?
- Were these distinctive ideas and unique to Georgetown College?
- Did these programs bring about a special way of doing things?

The Social Base

- What outsiders have become deeply devoted to the institution?
- How attached are the alumni to the changes at Georgetown College?

The Student Subculture

- Have the students supported the change over an extended period of time?
- Do the students defend what the college has become?
- Do the students pass on the legend from one generation to another over a long period of time?

The Organization Ideology

- Are the changes expressed in the practices, statues, ceremonies, written histories, current catalogs, etc?

Other Prompts for Questions

From Kotter's Theory on Organizational Change

1. establishing a sense of urgency
2. creating a guiding coalition
3. developing a vision and a strategy
4. communicating the change vision
5. empowering broad-based action
6. generating short-term wins
7. consolidating gains and producing more change
8. anchoring new approaches in the culture

From George Keller's study of Elon College

- Rivalries and policy disagreements
- Changes to policies or procedures
- Changes in structure
 - Changes in administrative structure
 - Changes in schools/colleges
 - Eliminating or creating positions
- Sense of campus community
- Was there a focus on the first impression?
 - Admissions materials
 - Interactions with prospective students and parents
- Trends in development and fundraising
 - Trends in alumni giving
- Trends in spending
- Changes in charter / mission / vision
- The planning process
- Changes in faculty credentials / credibility / prestige
- Building projects and capital improvements
 - Changes to the appearance of the campus. Improvements to grounds and overall "curb appeal"
- Things that were bad and are now good
- *U.S. News & World Report* rankings and other similar rankings
- Changes to admissions criteria / marketing approach and materials

- Trends in applications and enrollment
- Trends in average scores of incoming students
- Trends in student make-up and demographics
- Length of presidential tenures
- Leadership styles of the president and other administrators
- Financial management philosophies and decision making processes
- What propelled the college's officers, faculty, and trustees to reach for an ambitious new level of excellence?
- What were the strategies of radical change?
- Improvements to student life programs
- Changes to city / community demographics

Conclusion and Recap (*Points to cover in casual conversation*)

That concludes the questions I have for you. But, before we finish, I want to give you one more opportunity to share anything else that you would like to share.

Next I'd like to make sure that I've understood you correctly. Let me try to paraphrase some of the themes I think you've shared during this interview.

Thank you for allowing me to visit with you today. I really appreciate your time.

Leave them a business card to tell them how to get in touch with me later if they want to.

APPENDIX E: SHORT BIOGRAPHY OF DR. WILLIAM H. CROUCH JR.

William H. Crouch, Jr., began his era of leadership-by-example the day he became president of Georgetown College in 1991.

Often described as a visionary in not only corporate and academic worlds, but also in the community of Christian faith, Crouch's initiatives at the College include: the achievement of numerous record-setting fundraising goals; the founding of many unique, often-emulated programs, such as the President's Ambassadors, the Equine Scholars Program, the Presidential Mentorship Program, and the Apprenticeship Challenge; the facilitation of the construction of a new Fine Arts building, a nationally acclaimed Learning Resource Center, and a high profile Athletic and Conference Center Complex, the latter to which he immediately recruited the NFL Cincinnati Bengals football team's annual summer camp; and a model faculty growth and development program.



Concurrently, Dr. Crouch has been instrumental in increasing Georgetown's enrollment and vastly expanding the geographical base from which the College's ever-increasing enrollment comes, all the while aggressively pursuing greater diversity among students, faculty and staff, and leading the College to a Carnegie Foundation Baccalaureate College-Liberal Arts ranking. Working with former Governor Martha Layne Collins, Dr. Crouch has created a unique Center for Commerce, Language and Culture for the campus. All of which are part of his strategy to lead Georgetown College to achieve Phi Beta Kappa standards.

Dr. Crouch has represented Georgetown College on a variety of community boards, including the Executive Committee of the United Way of the Bluegrass, the Lexington Area Sports Authority and Bluegrass Tomorrow. He also served on the National Board of Directors of the Council of Independent Colleges and was Chair of the Board of the National Association of Intercollegiate Athletics. He currently serves on the Review Board of the Catholic Diocese of Lexington, is a member of the National Board of Trustees for The First Tee of the PGA Tour which presented him its national Founders award in 2006, is a member of the Advisory Board for the National Flight Academy, and is a member of the Kentucky 2010 World Equestrian Games Advisory Council.

The son of a Baptist minister who was also a well respected educator, Dr. Crouch is a Louisville, Kentucky, native. He earned his bachelor's degree from Wake Forest University and his master's and doctorate degrees from the Southeastern Baptist Theological Seminary. In 1998, he was selected a Distinguished Fellow at Regent's Park College, University of Oxford. In 2003, he was elected a member of The Honor Society of Phi Kappa Phi. Prior to coming to Georgetown College, he served as vice-president of development at Carson-Newman College.

Crouch and his wife, Jan, have five adult children and enjoy two grandchildren.

(Taken from <http://www.georgetowncollege.edu/Administration/president/biography.htm> on November 15, 2010).

**APPENDIX F: CHRONOLOGICAL OVERVIEW OF NOTED
CHANGES AND EVENTS AT GEORGETOWN COLLEGE DURING
PRESIDENT CROUCH'S TENURE**

- | | |
|------|---|
| 1991 | William H. Crouch, Jr. named the 23 rd president of Georgetown College on June 13, 1991. |
| 1992 | Allocated \$150 to each dormitory for evenings with the president. |
| 1992 | President Crouch created the President's Ambassadors Program to encourage 22 exemplary junior and senior students to get more involved in the development and promotion of Georgetown College. It was also created to provide these outstanding students with additional leadership training opportunities. While serving in this program these students would give campus tours, host distinguished college guests, and speak at alumni, community, and church functions. As part of their involvement, these students get to participate in a spring break tour each year with the president. |
| 1992 | President Crouch revived the tradition of Founder's Day, a day to celebrate the rich historical traditions of the college. This day was also designated as the time when members of the college's Hall of Fame would be inducted. Crouch established the Georgetown College Hall of Fame to educate, inspire, and influence current students about the heritage and contributions of those who came before them. |
| 1992 | The inauguration of William H. Crouch as Georgetown College's 23 rd president takes place on October 1, 1992. |
| 1993 | Created the President's Mentoring Program (or Presidential Mentorship Program) for 10 select Scott County high school juniors. These students met monthly with President Crouch and were given a \$2,000 scholarship to Georgetown College for their participation. This interesting recruiting tool was funded by 3M corporation. |
| 1993 | The Georgetown College Foundation is created with Bob Wilson as the first Chair. |
| 1994 | Georgetown College receives a \$1 million gift from the Geoffrey C. Hughes Foundation of New York. |
| 1994 | Established the Chi Chi Rodriguez Scholarship to attract gifted Hispanic students to Georgetown College. President Crouch awarded golf legend Chi Chi Rodriguez with an honorary doctorate for his work in the Hispanic community and as part of the formation of this scholarship program. |
| 1994 | Georgetown College is not ranked in the U.S. News & World Report, but did receive a mention about how the school had recently changed classification to a national liberal arts school. This placed Georgetown College among the top 164 private liberal arts colleges in the country and in the same category as Centre College, Transylvania University, and Berea College. |
| 1995 | President Crouch announces that no classes will be held on Good Friday to symbolize the college's commitment to its Christian discernment. |

- 1995 Two non-Kentuckians named to the Board of Trustees. Also, first African-American (T. Vaughn Walker) named to the Board of Trustees.
- 1996 On January 14, 1996, Georgetown College broke ground on the Ensor Learning Resource Center Library.
- 1996 In April 1996 Georgetown College unveils its first website.
- 1996 The Anne Wright Wilson Fine Arts Building opens in the fall of 1996 and features one of the largest galleries in Central Kentucky, enabling the college to host world-class exhibits.
- 1996 Georgetown College signs agreement with the Cincinnati Bengals to host their annual summer training camp. This partnership was announced at an August 20 press conference.
- 1996 President Crouch received the 1996 Scott County Good Citizen of the Year award from the Captain John Scott Chapter of the Sons of the American Revolution.
- 1997 Georgetown College's campus radio station (Georgetown College Public Radio, WRVG, 89.9 FM) receives approval from the FCC to increase their signal from 140 watts to 50,000 watts.
- 1997 President Crouch was named Citizen of the Year by the Georgetown/Scott County Chamber of Commerce.
- 1997 On July 13, 1997, the East Campus Athletic Complex opens. The \$3 million dollar complex consists of 128-bed dormitory complex, a conference center with cafeteria, 4 guest townhouses, a new 5,000 seat football stadium, 2 practice fields, 8 tennis courts, and the Robert N. Wilson Baseball field.
- 1998 Georgetown College builds a new state of the art library on campus named the Anna Ashcraft Ensor Learning Resource Center.
- 1998 Georgetown College hires state historian and director of the Kentucky Historical Society, James Klotter, as a professor of History.
- 1998 Georgetown College hires former Kentucky governor, Martha Lane Collins, as an executive scholar in residence.
- 1999 A partnership was formed with Regent's Park College allowing Georgetown College students to study at Oxford University. Georgetown College also creates a new academic logo or crest more similar to the logo of Regent's Park College's.
- 2000 In January 2000, Georgetown College announces their intention to raise \$2.2 million and build a new Fitness and Recreation Center.
- 2000 Georgetown College announces a \$96 million capital campaign and its intentions to pursue Phi Beta Kappa status.
- 2000 The Martha Lane Collins Center for Commerce, Language, and Culture announced. It should be noted that the building project associated with this academic program was never built. The funding for this project dried up due to the effects of 9/11 on the economy.
- 2000 Georgetown College signs an agreement with the University of Kentucky's Martin School of Public Policy. This arrangement allows Georgetown seniors to begin graduate school in the last year of their undergraduate work.

- 2000 Georgetown College's radio station, WVRG 89.9 FM, becomes a National Public Radio (NPR) affiliate.
- 2001 A big change that occurred in 2001, that had a big impact on the college, yet was beyond the control of the institution were the events of 9/11. This tragedy proved to provide a massive set-back for the college as alumni and donor giving decreased drastically, forcing the college to look for other forms of revenue.
- 2002 Another idea that never got off the ground... President Crouch announces that the college is working on building a 5,000 seat venue that would serve as a new basketball arena, a theater, and a concert hall for commencement. The building was never constructed.
- 2002 Georgetown College rises again, for the 7th consecutive year, in *U.S. News & World Report* rankings. Now in the 3rd tier with a ranking between 115 and 162.
- 2003 Georgetown College officially opens their 23,500-square-foot Fitness and Recreation Center at a cost of \$3.2 million.
- 2003 Georgetown College is forced to cut about \$2.5 million in the upcoming budget in order to balance their budget. To accomplish this several positions were eliminated.
- 2003 The first two First Tee Scholars arrive on campus in the fall of 2003. Both are given scholarships through their involvement in The First Tee program.
- 2004 In conjunction with the Kentucky Horse Park, Georgetown College announces the creation of the Equine Scholars Program. This program is created for students who want to work in the horse industry and provides them with four years of hands on experience in this field. Each accepted student in the program receives some type of scholarship and is also eligible for on-site internships at local horse farms.
- 2004 In November, Georgetown College brought forth a proposal to the Kentucky Baptist Convention to allow for up to a quarter of their trustees to be non-Baptists. This proposal was voted down.
- 2004 In December of 2004, Georgetown College is placed on probation by the Southern Association of Colleges and Schools for financial problems. The length of the probation was for one year to prove that the college could balance the budget. After a September 2005 visit, SACS lifted the probation.
- 2005 On August 1, 2005 Georgetown College officially adopts all alumni from Bishop College, a small historically black college in Dallas, TX that closed its doors in 1988. Children of Bishop College Alumni are able to attend Georgetown College at a discounted rate and receive a diploma "from" Bishop College.
- 2005 On October 17, 2005 Georgetown College and President Crouch sign an agreement with the Kentucky Baptist Convention to phase out their formal relationship with each other over a period of four years. This move allowed Georgetown College to select members for the Board of Trustees who are not active Baptists and do not live in the state of Kentucky.

- 2005 On November 15, 2005, the Kentucky Baptist Convention delegates voted overwhelmingly to continue working with Georgetown College even after the school becomes self-governing. The convention will phase out financial support for the college over a four year period and the college commits to maintaining its “Baptist character” and to maintain three-quarters of the seats on its board of trustees for Kentucky Baptists.
- 2005 President Crouch starts a campus Apprenticeship Challenge based on the popular NBC television show. Students were given problems to solve on campus and if they were successful in doing so, they received a \$2,000 scholarship.
- 2006 Football stadium is renamed Toyota Stadium.
- 2006 In October 2006 Paul Volcker, former Federal Reserve Chairman, was named to the Board of Trustees.
- 2007 The first Bishop Scholars enroll at Georgetown College. These five African-American students received full-ride scholarships.
- 2008 The University of Kentucky’s medical school and Georgetown College create a partnership in an effort to increase minority recruitment at both institutions. This partnership allows for two Georgetown College graduates who are minorities to attend medical school at UK.
- 2008 President George H.W. Bush visited Georgetown College on September 19, 2008. The college named its Fitness and Recreation Center in his honor. President Bush’s connection to the college is through The First Tee program, which he serves as the honorary chairman and President Crouch serves as a trustee.
- 2010 Georgetown College is invited to join the Southern University Conference, a prestigious organization grouping notable liberal arts colleges and universities.
- 2010 President Crouch launches the “Flight Teams”
- 2010 In Fall 2010, new curriculum requirements go into effect with a focus on writing requirements and cultural diversity courses.

APPENDIX G: LEXINGTON *HERALD-LEADER* MENTIONS

Search Terms: “Georgetown College” and “Crouch” (as of June 7, 2010)

<u>Year</u>	<u>Number of Results</u>
1991	5
1992	9
1993	6
1994	1
1995	9
1996	9
1997	12
1998	6
1999	10
2000	15
2001	9
2002	8
2003	12
2004	11
2005	23
2006	9
2007	7
2008	11
2009	8
2010	3

APPENDIX H: LONGITUDINAL LOOK AT KEY INDICATORS

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment (FTE)	1284	1268	1163	1185	1213	1253	1372	1426	1424	1446	1438	1388	1491	1597	1696	1718	1757	1720	1725
Tuition Cost	\$5,660	\$6,200	\$6,750	\$7,340	\$8,000	\$8,840	\$9,540	\$9,990	\$10,600	\$11,350	\$12,140	\$13,200	\$14,260	\$15,690	\$17,750	\$19,170	\$20,700	\$22,360	\$24,150
Retention Rates (Fresh – Soph)	70%	69%	66%	76%	75%	76%	80%	77%	78%	79%	78%	70%	80%	84%	77%	77%	78%	79%	82%
Graduation Rates (6 year)	48%	54%	46%	54%	59%	56%	57%	61%	58%	60%	62%	57%	61%	68%					
Average ACT score of incoming class	21.7			23.8	24.7	24.3	24.9	24.6	24.7	25	24.8	24.5	24.4	24.2	23.4	23.4	23.4	23.9	23.6
Average GPA of incoming class			3.22	3.35	3.43	3.39	3.48	3.46	3.53	3.52	3.56	3.52	3.52	3.52	3.50	3.48	3.50	3.58	3.48
Full-time Faculty percentage								81%	84%	84%	82%	89%	89%	85%	84%	81%	86%	87%	90%
# of ethnic students (Freshmen)			17	9	8	9	9	12	7	13	11	15	19	21	22	17	22	40	36
# of ethnic faculty													1		4	3	7	7	7
# of ethnic staff													13		22	26	27		27
Operating Budget (In millions)						\$15.8	\$17.2	\$21.4	\$21.3	\$25.2	\$26.7	\$26.9	\$26.7	\$28.2	\$31.1	\$33.4	\$35.3	\$34.4	\$34.5
Endowment (In millions)	\$14.6	\$16.3	\$17.1	\$17.4	\$18.4	\$20	\$27.2	\$30.7	\$28.4	\$28.1	\$26.7	\$21.2	\$21.5	\$24.6	\$27.7	\$31.6	\$43.8	\$40.7	\$31.5
Alumni Giving %				21%	17%	24%	26%	18%	22%	18%	15%	13%	11%	11%	14%	17%	16%	17%	16%
<i>U.S. News & World Report</i> Ranking	Regional College			Moved up to new category		4 th Tier; 121+	4 th Tier; 128+		4 th Tier; 123+	4 th Tier; 121+		Moved up to 3 rd Tier							

**APPENDIX I: A COMPARISON OF FULL-TIME GRADUATE
AND UNDERGRADUATE FACULTY WITH DOCTORATE AND MASTERS DEGREES**

Doctorate Degrees	1992 - 93	2010 - 11
Auburn University	1	
Ball State University	2	1
Baylor University	1	1
Boston University	1	
Case Western University		1
Claremont Graduate University	1	1
Drake University		1
Duke University	1	1
East Tennessee State University		1
Florida State University		2
Free University of Berlin	1	
George Washington University		1
Golden Gate University		1
Golden State University	1	
Harvard University		1
Indiana University	2	5
Indiana University of Pennsylvania	1	2
Kansas State University		2
Louisiana State University	3	1
Miami University (Ohio)	1	1
Middle Tennessee State University		1
Ohio State University	1	2
Ohio University		1
Penn State University		1
Princeton University		1
Purdue University		1
Rutgers University		1
Southern Baptist Theological Seminary	1	3
Spalding University		1
Southern Illinois University	1	
Temple University		1
Texas A&M University		2
Tulane University		1
University of Alabama		1
University of Arkansas		2
University of British Columbia	1	
University of California	1	1
University of California-Irvine		1
University of Chicago	1	2
University of Cincinnati		3
University of Colorado-Boulder		1

University of Denver		1
University of Illinois-Urbana Champaign	1	3
University of Iowa	1	
University of Kentucky	18 (31%)	25 (24%)
University of Louisville	1	
University of Nevada-Las Vegas		1
University of Maryland	1	1
University of Memphis		1
University of Michigan		1
University of Minnesota-St. Paul	1	1
University of Mississippi	1	1
University of Nebraska-Lincoln		1
University of North Carolina-Chapel Hill	3	3
University of North Carolina-Wilmington		1
University of Pennsylvania		1
University of Tennessee		1
University of Texas	1	1
University of South Carolina	1	
University of Southern Mississippi	1	1
University of Wisconsin-Madison	1	1
Vanderbilt University	5	5
Virginia Commonwealth University		1
Virginia Tech University		1
Yale University		1
TOTAL	58	103
Masters Degrees		
East Carolina University	1	
Eastern Illinois University		1
Florida Atlantic University	1	1
Georgetown College	1	1
Harvard College	1	
Indiana University	3	1
Morehead State University	1	
Northern Kentucky University	1	
Samford University	1	
Savannah College of Art and Design		1
University of Georgia	1	1
University of Kentucky	7 (35%)	5 (42%)
University of New Orleans		1
University of Tennessee	1	
Western Kentucky University	1	
TOTAL	20	12
Total percentage of faculty who earned their degrees from the University of Kentucky	32%	26%

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